Investigating the Impact of Anxiety on EFL Researchers and the Research Process.

Case Study: Second Year Master Students of English at the University of 8 Mai 1945 Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Master Degree in Language and Culture

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Academic Year 2020/2021

Dedication i

I would like to dedicate this humble work to:

My dear Mother **FALAK** and Father **HAMID**, I am very thankful for their patience, and encouragement to achieve my dream.

My husband **AYOUB**, my ultimate companion to whom I owe a particular debt of gratitude for his love, moral support, patience, and understanding.

My Sisters **AMIRA**, **IMENE** and my brother **ABDESSALAM**, his wife **KHAWLA** for their presence. I am so grateful for having you.

My second Family. My Mother **LYNDA**, Sister **SELMA** and brother **ZIKO** for their love, kindness and support.

The memory of my second father "**HAFID**".

To my dear sister, partner and friend **SARRA** whom I shared the most special moments in my career in studying. May God bless you.

"**Special dedication to myself**"

NADA SEHILI

Dedication ii

A special feeling of gratitude to my loving parents, **ZAHIA** and **MOHAMED**, whose

words of encouragement and push for tenacity ring in my ears.

To my sister, **MARWA**, and my brothers, **ZAKARYA** and **CHOUAIB**, who have always

been by my side.

To my second mother, my aunty, **FATIMA**, who is my ultimate cheerleader.

To my university friends who have been with me throughout my university years.

To my childhood friends who have always had my back.

To all my close and distant relatives.

And the final dedication is for my dearest sister and partner in the dissertation, **NADA**, for

her utmost support, loyalty and patience, and for all the memories we created together

throughout the years we knew each other. Thank you. May **ALLAH S.W.T.** grant you the

highest place in Jannah.

SARRA BOUMAZA

Acknowledgements

Abstract

In the field of education, the issue of anxiety among EFL researchers did not receive enough attention, although EFL researchers are likely to experience the negative sides of anxiety to a certain degree during the process of conducting their research, since it is a fundamental process the EFL researcher must undergo in their university journey. The present study hypothesizes that if the EFL researchers are anxious, this would negatively affect the EFL researchers and the research process. In order to confirm or reject the hypothesis, the research was conducted using quantitative and qualitative descriptive methods. The questionnaire and the interview were selected as data gathering tools: the questionnaire was submitted to seventy-three (73) second-year Master students, and five (5) teachers representing different academic grades from the English Department of Guelma University were interviewed. The findings of this study stated that students and teachers are aware about the negative impact of anxiety on EFL researchers while conducting a research and on the research process as well. It found that this psychological problem highly affects them along the process of conducting research, besides proving the nonexistence of an inverse relationship between anxiety and experience with academic research. The results, also, revealed that the main factors behind EFL researchers' anxiety are: poor time management, administrative time restrictions —a factor related automatically to the first one — in addition to the lack of sources, fear of failure and lack of research methodology skills. From these outcomes, this contribution concluded that because of the aforementioned factors and some research circumstances, anxiety has a hindering influence on EFL research and researchers. Hence, the research recommended a number of effective solutions for each challenge triggered by anxiety during conducting an academic research for the sake of providing a more comfortable and productive environment.

Key words: EFL researcher, research, anxiety.

List of Acronyms and Abbreviations

ACHA: American College Health Associate

AERA: The American Educational Research Association

ALE: Anglais Langue Etrangère

ART: Accelerated Resolution Therapy

CVD: Cardio-Vascular Disease

DSMMD: The Diagnostic and Statistical Manual of Mental Disorders

EFL: English as a Foreign Language

MA: Master

MIMH: The National Institute of Mental Health

PTSD: Post-Traumatic Stress Disorder

RBFOX1: RNA Binding FOX-1 Homolog 1

REBT: Rational Emotive Behavior Therapy

WHO: World Health Association

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General Introduction

Any situation that threatens the well-being of any creature is assumed to produce a state of anxiety within that creature. This state may have a positive side in that it may keep one busy doing things that aid in success, however, it can become detriment to one's progress in life. The latter is the focus of this study.

In the field of education, the issue of anxiety among EFL researchers did not receive enough attention, although EFL researchers are likely to experience the negative side of anxiety to a certain degree during the process of conducting their research, since it is a fundamental process the EFL researcher must undergo in their university journey. This negative anxiety may be a result of any factors either environmental or psychological ones, which may produce undesirable effects on the researcher, which may automatically affects research for there is a direct relationship between both of them.

1. Statement of the Problem

Everyone experiences the feeling of anxiety at some point in life. This sense of unease and fear may affect people positively as it may affect them negatively. The EFL researcher, specifically, is exposed to the feeling of anxiety to a certain level during the research process, it may boosts researchers to work harder or it may hinders their performance. Research as an investigating, a systematic and structured process requires a specific methodology to be followed and some requirements to be met in order to be carried out. Therefore, if the researcher faces problems either at the psychological or professional level during conducting a research, this will fuel the feeling of anxiety, which may affect the researcher and the research process.

2. Aims of the Study

With the increasing emphasis on the research production of faculty members, it is important to pay more attention to their work conditions as well as to their mental health. Many factors cause a state of anxiety for EFL researchers during the making of their research, then it is vital to investigate to what extent these factors affect them (predominantly negatively) and it is even more indispensable to establish solutions that may help in preventing or controlling their state of anxiety to reach a pleasant result. Therefore, the current study aims:

1- To shed light on the major factors which cause EFL researchers to become anxious.

2- To investigate the extent to which EFL researchers feel anxious during research making.

3- To state at which stage of the research process the researcher feels anxious.

4- To provide solutions that help to prevent and control anxiety while conducting EFL research.

3. Research Questions

This study addresses the following inquiries:

1- To what extent anxiety affects the EFL researcher and the research process?

2- What are the main factors that stimulate the feeling of anxiety among EFL researchers?

3- At which level of conducting the research the EFL researcher feels anxious?

4- Is there an inverse relationship between experience in academic research and anxiety?

4. Research Hypothesis

The research hypothesis of this study is as follows:

(H1): If the EFL researchers are anxious, this would negatively affect the EFL researchersand the research process.

(H0): If the EFL researchers are anxious, the researchers and the research process would not be negatively affected.

5. Significance of the Study

This study will be conducted to investigate to what extent anxiety affects EFL researchers during the research process and to shed light on the main factors provoking this anxiety. If the research hypothesis (H1) is proved evident, then we will be working on EFL researchers' state of mind as well as the quality and the quantity of research for more world development. This study see to help EFL researchers to conduct their researches in a smooth manner away from the negative effects of anxiety.

6. Research Methodology and Design

6. 1. Research Method

Since the study aims to test the impact of anxiety on the EFL researcher during the research process, both quantitative and qualitative methods of research are adopted to gather information from the selected population through administering a students' questionnaire and conducting interview with teachers who would help us examine the research hypothesis.

6. 2. Population of the Study

The accessible population consists of second-year Master students and teachers

representing different academic grades at the Department of English at Guelma University. Due to the nature of this study, weselected second-year Master students as a population since they are EFL researchers in their way to write a dissertation to gain their Master degree; we also selected a group of EFL teachers who are supervisors of some of those MA students and academic researchers themselves. Hence, the population consists seventy- three (73) second-year Master students and five (5) teachers from the same Department.

6. 3. Data Gathering Tools

In this study, we will use the questionnaire and the interview as data gathering tools. A questionnaire will be administered to second year EFL Master Students and the interview will be conducted with EFL teachers. The students' questionnaire seeks to provide adequate information about their anxiety types and levels and to highlight the problems they generally face during the preparation of their research. Teachers' interview serves to discuss their experience with anxiety as researches as well as ask them to describe their students' journey with anxiety since they are their supervisors.

7. Structure of the Dissertation

The dissertation is divided into three chapters in addition to a general introduction and a general conclusion. The first chapter is entitled "Academic Research". This chapter is devoted to research in general. It includes definitions of academic research and its importance,types of research, the research process and the different challenges that may face the EFL researcher from both sides, environmental and individual, besides stating the characteristics of a good researcher and a good research process. The second chapter is entitled "Anxiety". It is concerned with the definition and types of anxiety, its different theories, then, tackling how anxiety boosts performance and

lastly causes and effects of anxiety. The description of both the students'
questionnaire and the teachers' interviews in addition to the analysis of the findings
are explored in the third chapter under the title of "Field of Investigation". Finally,
in the "General Conclusion", we state some pedagogical implications and
recommendations as well as research limitations and suggestions for further studies.

Chapter One

Academic Research

Introduction

Research is considered as a fundamental task any university member should undergo through his academic journey. Through this important task, problems in different fields are to be solved and the research results become beneficial to humanity. This chapter tackles research in general, starting by providing diverse definitions of the term research and its importance, knowing the different types of research, then moving to see phases of the research process including: selection of the problem and hypothesizing; methods of researching; gathering data and analyzing findings; formulating conclusions. After that, we move to see different challenges that may face the researcher during the conduction of the research ranging between environmental to individual ones. Lastly, stating the characteristics of a good researcher and a good research process.

1.1.   Research Definition and Importance

Scholars among them Grinell (1993) define the term research differently and he declared that:

> The word research is composed of two syllables, re and search. The dictionary defines the former as a prefix meaning again, anew or over again and the latter as a verb meaning to examine closely and carefully, to test and try, or to probe. Together   they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles (p. 4).

He further added that research is a structured inquiry that utilizes acceptable scientific methodology to solve problems, and creates new knowledge that is generally applicable (As cited in Kumar, 2011, pp. 6-7).

Kothari (2004), stated that research is a systematic, formal, rigid and accurate process that attempts to search for knowledge with the help of several techniques including observation, comparison and experiment, all this should be achieved through objective and methodical procedures that aim at finding solutions to a problem or at the discovery of new facts providing accurate interpretations (p. 1).

According to Kerlinger (1986, p. 10) research is a systematic controlled, empirical and critical investigation of what is already presupposed in the hypothesis about the relations amongnatural phenomena (As cited in Kumar, 2011, p. 7).

As for Rajasekar, Philominathan, & Chinnathambi (2013), they stated that research is very importantand significant in both scientific and unscientific fields. Because of the different problems, activities, and issues appearing daily in this world, scientists carry out research to detect and discover causes, answers solutions and explanations. As a result, research helps humans comprehend nature and normal phenomena. Its importance leys in several ways including: offering guidelines and strategies to find out solutions; assisting humans to determine solutions for social problems as it provides descriptions and explanations for social phenomena; creating a new way and style of life, that is more delightful and glorious. In addition to all that, research tests current theories and notions in a way that permits their realization and determines their application (p. 4).

1.2.   Types of Research

1.2.1. Quantitative and Qualitative Research

Quantitative and qualitative approaches are two main dichotomies to deal with research. A simple distinction of the two terms was provided by Kothari (2004), he stated

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind (p. 3).

Pennink and Jonker (2010) pointed out that quantitative research is setup by facts; it is justifiable and purely scientific. It is often reflected in exact figures. In contrast, qualitative research following non- scientific and unstructured plans is often perceived as "messing around", andbeing "vague" (p. 38).

According to Creswell (2009), quantitative research is a means to test objective theories through examining the relation between variables. Therefore, we arrange to have numerical data that can be analyzed by employing statistical procedures. The final report of a quantitative research should consist of an introduction, literature, theory, methods, results and a final discussion. Controversially, qualitative research is an approach used to find out and understand the meaning individuals or groups attributed to a social or a human problem. The process involves emerging questions and procedures, collecting data in the participants' setting, analyzing data moving from specific to general, and then the researcher interprets the data and concludes with a report that has a flexible structure (pp. 22-23).

Richards declared that "Qualitative and quantitative data do not inhabit different worlds. They are different ways of recording observations of the same world." (2005, pp. 3- 6, as cited in Dornyei, 2007, p. 25).

1.2.2. Applied and Fundamental Research

Research may either be action/ applied research or pure/ basic/ fundamental

research. Mackey (2006) indicated that applied research i s mainly identified to deal with human, societal problems and expects to find solutions to real world problems. Whereas, fundamental research mainly aims to reach a fuller understanding of the world, which means, "to acquire knowledge for the sake of knowledge" (p. 4). Such research is usually undertaken in disciplines like: "biology", "physics", "astronomy"…etc. (p. 4).

According to Kumar (2011), applied research is the one including "the research techniques,procedures and methods that form the body of research methodology" (p.9), for the goal of collecting information about diverse aspects of a certain issue or phenomenon, while these gathered information can be used in other ways such as for policy formation. However, pure research involves testing and developing theories and hypothesis that probably have practical applications in the present or future time. Which means dedicated to verify and examine research's methods, procedures, tools and techniques that form the research organism. For example, developing methodology to assess the validity of a procedure (Kumar, 2011, p. 9).

Applied research is mainly dedicated to find solutions for immediate and some pressing practical problems facing a concrete a social, a political or an industrial organization. Meanwhile, fundamental research is directed towards "finding information that has a broad base of applications thus, adds to the already existing organized body of scientific knowledge" (Kothari, 2004, p. 3).

1.3.   Research Process

1.3.1. Selecting the Problem

The research problem undertaken for a study must be selected carefully, and should originate from the researchers' mind, where s/he must find his/her own deliverance for it, since the research problem cannot be borrowed (Kothari, 2004, p.

25). Mackey and Gass (2005) said that the research question must include prevalent 'issues' and it should be 'narrow' in order to be clear and easy to answer (p. 16).

Kumar asserted that any question we seek to answer or any assumption we want to investigate can be a research problem for our study, and in order to formulate any problem weneed a considerable knowledge about the subject area as well as the appropriate research methodology (2011, p. 36). Yegidis and Weinback (1991, p. 35) suggested "first identifying and then specifying a research problem might seem like research tasks that ought to be easy and quickly accomplished. However, such is often not the case' (As cited in Kumar, 2011, p. 36). Besides, Cohen, Manion, and Morrison (2000) indicated that Problematizing is not just focused on 'facts' but it is a combination of emotions, opinions, concepts, figures and a lot of things (p. 6).

For a well-structured problematic, Kothari (2004) proposes that the researcher must take into consideration a number of important points including the avoidance of the overdone subjects,since it is difficult to bring any new light in such a case. The average researcher must not choose a controversial subject. S/he must avoid too narrow and too vague problems. The research should go for familiar and feasible subjects to be able to find related research materials or sources. S/he should make a preliminary study before formulating a research problem in a new field of inquiry. The researcher is supposed to focus on the significance of the subject s/he is exploring, his/her qualifications and trainings, the research coasts and timefactor (p. 26).

Pennink and Jonker (2010, p. 11) divided the research problem into 2 types 'open' and 'closed' questions. The latter is not general which means specific and limited, however the former looking at the problem broadly and it is not clear in advance, what actually need to be examined.

1.3.2. Hypothesis

Kothari (2004) stated that the hypothesis is a supposition or a set of propositions that function as an explanation of a specific phenomenon and it may be proved or disproved. Inother words, it is a formal question or a predictive statement that needs to be examined by scientific methods to determine its validity (p. 184). He further added that a hypothesis must be clear and precise, testable, limited in scope and specific (p. 185).

The hypothesis is a statement the researchers used to formulate to express what they expect to happen in a study; it is mostly composed of two parts: the independent variable which displays the cause of a problem, whereas, the dependent variable represents the measure of the impact of the independent variable (MacKay and Gass, 2005, p.100). Dornyei (2007) indicated, "The independent is the antecedent and the dependent is the consequent" (p. 32).

Howitt and Cramer (2000, p. 5) asserted that the hypothesis is about suggesting what may happen in the research as well as establishing the relationship between the two variables. On one hand, he claimed that there are two types of hypothesis the Directional Hypothesis; it is specific and provides the accurate explanations and the relation between the dependent and the independent variable. The Non-Directional Hypothesis; it states the reciprocate relationship between the two variables. On the other hand, according to Kothari (2004) there is what is called the Alternative Hypothesis (H-1) that the researcher tries to prove which indicate that there is a relation between the two variables and they are associated with each other. The Null or Zero Hypothesis (H-0) represents the hypothesis that s/he tries to reject; it supposes that there is no connection between the two variables (p. 186).

1.3.3. Gathering and Analyzing Data

In any research process, the researchers tend to use different research tools to gather data that serves as the most important means to reach the needed results and solve any problem or phenomenon.

The first tool for collecting data is the ***Case Study***. According to Woodside (2010, p. 1) the case study focuses on describing, understanding, predicting, and controlling the individual. It is both a descriptive and a qualitative inquiry that examines phenomena in authentic situations and at the same time it is not limited to a particular method, but rather it uses both the quantitative and the qualitative methods. For Duff (2008) it is used by the researchers as a medium to invent new theories and hypotheses (p. 5).

There are three main types of case studies: Intrinsic Case Studies; studies that are undertaken in order to understand the question of a particular case. Instrumental Case Studies; getting a deep intuitive understanding of an issue or a theory by testing a specific case. The Collective Case Study is about getting a full comprehension by combining groups of individual studies (Stake, 1994, as cited in Cohen et al, 2000, p. 183).

The second tool is the ***Questionnaire***. Questionnaires are based on formulating precise written questions for a group of people whose opinions or answers help the researcher to find responses about an issue or a subject. They are considered as one of the most widely used research techniques (Blaxter, Hughes, & Tight, 2006, p. 179). The responses should be kept confidential and anonymity is necessary to gain the informants confidence and comfort (Cohen et al, 2000, p. 259). They further said that the question may be displayed in different forms including yes or no questions;

rank ordering; multiple-choice questions; rating scales, and open-ended questions (Cohen et al, 2000, p. 248).

The third tool is the ***Observation***. Kumar (2004) claimed that observation is a systematic and selective tool of gathering data where the researcher observes the participants' behaviors and activities. The participants are individuals/groups s/he selects as a sample for his/her study, then s/he has the ability to examine them and control the situation where the phenomenon takes place (p. 141). Through the observation tool, the researcher can observe the participants' opinions, and reactions to assist in giving a rich analysis and a full description about their actions and comportments (Kumar, 2004, p. 175).

There are three types of observation. The Structured or standardized observation is based on hypothesis –testing since the hypothesis is already decided and data collected from the observation is used to confirm or reject the hypothesis. Therefore, the researcher in such case identifies beforehand which behaviors are to be observed and recorded. The second type is the Semi- Structured Observation; here the researcher tends to gather data by listening and observing the participants to formulate a hypothesis about a particular subject. In the Unstructured Observation, the researcher does not know what she/he is looking for and he generates a hypothesis after she/he completes his/her observation. In other words, no restriction is placed on what the observer would not, and all the behaviors in the episode under study is monitored (Cohen et al, 2000, p. 305).

Hopkins (2008, pp. 76-77) stated that observation has five stages: (1) The observer should be ready and s/he must prepare a plan to make discussions about the issue (joint planning). (2) Deciding about the form of the focus whether general (concentrating on everything and being subjective) or specific (beinglimited and well

determined about what activities to observe). (3) Organizing a 'checklist' about the needed features to be examined. (4) Sticking to observation skills: to avoid judging the participants, to investigate their communication with each other, and to evaluating the credibility of observation.

The forth tool is the **Survey**. Cohen et al. (2000, p. 169) declared that the survey is a tool of collecting data in a particular period for the goal of describing the existing conditions and establishing the relations that occur between specific events. Thus, it works on large-scale data such as questionnaires, test scores, results of public examinations etc., so through the survey the researcher makes a comparison over time or between groups (p. 172). According to Kothari (2004) "Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed" (p.120). Which means the survey is used to investigate problems over time. Surveys are useful tools for people to find significant facts and to help the researcher collect essential results from them (Howitt & Carmer, 2000, p. 74).

The fifth and the last data-collecting tool is the **Interview**. According to Cohen et al. (2007, p. 267), the interview is a shared verbal communication between the interviewers and the interviewees. Where the participants answer questions about a particular topic and provide their interpretation about the world they live in. By expressing their opinions regarding specific situations, at the same time the interviewers collect the needed information about that specific topic. Kumar (2011) state that the interviewers must carefully decide about the way of presenting their questions in terms of complexity, wording and order of the questions (p. 116).

Cohen el al. (2000) suggested that there are three types of interviews. The Individual Interview; is the verbal discussion between the interviewer and the interviewee. The Group Interview is a conversation between the interviewer and a

group of participants to collect relevant data. The third and last type is the Focus Group; the members of the group discuss a particular topic with each other while the interviewer functions as an observer and records the discussion in an "unnatural setting" (p. 288).

When the researcher uses one or more of the preceding discussed data collecting tools s/he moves to the next step, which is analyzing these data.

According to Kothari (2004, p. 122) the term analysis indicates statistical and numerical language used to declare the relationship between variables, and to find the solution for the research problem. Blaxter (2006) explained that the analysis of data moves through a particular processes including; edition, coding, classification and tabulation of the collected data in orderto summarize them and then answering the research questions. The analysis of gathered data moves through two approaches the quantitative (numbers) and the qualitative (words) approaches that determine the way in which it will be analyzed. The researcher should utilize both of them since there is no research without numbers and words (p. 199).

1.3.4. Formulating Conclusions

"Having collected and analyzed the data, the researchers' job is far from being complete because the results have to be written up and disseminated" (Dornyei, 2007, p. 277). Therefore, after the hypothesis is tested, the researcher arrives at certain generalizations that represent the real value of the research (Kothari, 2004, p.19).

Ortega (2005) stated that any research field has its ultimate aim that seeks the improvement ofhuman life and it is judged on one hand by the methodological rigour it displays, and on the other hand on the basis for its potential positive impact regarding the societal and educational problems. In this regard sharing the research

results with the broader community is the central part of the researchers' responsibilities (p. 319).

According to The American Educational Research Association (AERA), the researchers should communicate their findings and its practical significance in a clear, straight forwards and appropriate language to "relevant research population, institutional representatives and other stakeholders" (2002, as cited in Dornyei, 2007, p. 277). Therefor the interpretation of datais a subjective matter and the researcher have to work carefully and produce applicable results (Cohen et al, 2000, p.94).

There are three ways of reporting the findings: (1) Reader-friendliness; it is a necessary principle ultimately guiding any research. The researcher should make conscious efforts to display the content in a way that boosts the likelihood of successful understanding of the reader. (2) Accessible Language and Style. (3) Telling a Story; which means the researcher should present the ideas and findings directly with the aim for an interesting and compelling manner that reflects his involvement with the problem (an effective way to get through the audience) (AERA, 2002, as cited in Dornyei, 2007, p.277).

Kumar (2011) asserted that formulating conclusions is the last and most crucial part of the research, since the findings and their implications are communicated to the audience. Thus, hestated some important determinants including: Express the findings in a logical and sequential manner; using the statistical procedures because it will reinforce the validity of the research conclusions, which places the readers confidence on the research; the findings must be accurate,clear, free of ambiguity, logical and concise (p. 255).

1. 4. Research Challenges

Many researchers if not all of them may face different challenges and obstacles while conducting their research, varying between environmental and individual factors.

1.4.1. Environmental Challenges

1.4.1.1. Poor Supervision

According to Spear (2004), regular and appropriate contact is considered as one of the most common complaints from research students regarding erratic or infrequent contact with their supervisors (p.7). When the supervisors tend only to meet with the supervisees on an irregularbasis, they end by writing their thesis by their own, though the level of thoroughness remains low. For instance, most graduating students are adamant that they receive very little help from their supervisors. This lack of the supervisors' unavailability to guide the students leads to inadequate communication between the supervisor and the supervisee. In this regard, the students feel that they do not arrange regular meetings with their supervisors and when they do so very often, the resulting discussions are less detailed in both the form and the content, which leads to students' disability to adequately cover their work (Spear, 2004, as cited in Bacwayo, Nampala, & Oteyo, 2017, p.34). Spear (2000) said, "The issue of good communication comes up over and over again" (p.17).

Doğan and Bıkmaz stated that the relationship between the supervisor and the student has a role in effecting and shaping students' emotional and professional developments (2015, p. 3736). Because of the supervisors being too busy with administrative or teaching responsibilities. They may be allocated too many students

to supervise, often being away fromthe university, or simply giving low priority to graduate students compared to their own research makes it difficult for both parties to contact each other, and this may leave the students feel that they are neglected and have insufficient help from the supervisor as expected. This makes the students complain that their supervisors do not talk to them (Bacwayo et al., 2017, p. 34).

Heng-Yu et al. (2008) asserted that supervisors take too long to give their students feedbackor to respond to their requests. In some cases, feedback is infrequent and unreliable (As cited in Holtman & Mukwada, 2014, p. 181). "Students expect timely critical feedback on their research from their supervisors" (Chiappetta-swanson and Watt, 2011, as cited in Bacwayo etal, 2017, p. 35).

For Bacwayo, regular feedback information is very important. For instant, some students may feel that they are being harshly criticized and as such maybe frustrated, disappointed and discouraged (2017, p. 35). Lack of sensitivity by the supervisor when providing the feedback, normally leads to lessening or undermining students' self -esteem and discouragement (Heng-Yu et al, 2008, p. 365, as cited in Holtman and Mukwada, 2014, p. 181).

Spear (2000) declared "Sharp criticism can be very discouraging at a stage when many students feel more or less suicidal anyway". He provided an example of a PhD student in sciencecommented in a letter: "I feel it has often been difficult to learn from my supervisor due to hislack of patience and patronizing behavior… often wrote rude comments on my thesis chapters". He further added that the teacher asked him to understand that this was because he got very frustrated with his poor expression at 2:00 am in the morning (p.10).

Another obstacle facing researchers during their supervision process is the unduly

slow supervisors in reading their thesis drafts and other written materials. Furthermore, their responses according to supervisees seem to be superficial, while they expect the supervisor to read the written work thoroughly and give constructive criticism (Spear, 2000, pp. 9-10). In this regard, Spear provided extracts from notes on an interview with PhD students in the social sciences and humanities:

"My supervisor took 3 months to read my thesis draft, and the delay cost me a job" (Spear, 2000, p. 9). "My supervisor took 6 months to respond to my draft, and there were no significant comments when it was eventually returned" (Spear, 2000, p. 10).

In addition, severe difficulties can occur if a supervisor-student relationship subsequently breaks down, in such a situation the student will be left in a particularly vulnerable position (Spear, 2000, p. 14). All the mentioned challenges and experiences are related to supervision; they greatly affect the researchers in their personal and academic life. Spear provided an example of a student whose enthusiasm for research has been destroyed by an unfortunate experience. One PhD student in the social sciences stated: "My aspirations have been ruined and my enthusiasm shot to pieces" (Spear, 2000, p. 18).

1.4.1.2.   Problems with Choosing the Research Topic

For Alsied and Ibrahim (2017), the first stumbling block for students is choosing the topic of research. The act of looking for the appropriate topic that meets both students' and supervisors' needs is considered as a time consuming process. This dilemma mainly stems from two factors: first, the high expectations students and supervisors have about the topic. Second, the wide range of possible research topics that researchers have to choose from especially when they donot know their areas of

interest. Furthermore, they may find it hard to identify an appropriate scope for the topic under investigation (p. 146).

According to Taskeen, Shehzadi, Khan, & Saleem (2014) choosing the research topic is the first step in research study. It starts from the selection of the area of interest, and within that area, the researcher is supposed to narrow down the problem going to be under investigation. All of this process is considered as one of the prominent research obstacles, because to select a new topic is a difficult task for researchers, since they are unaware of how to select a research subject and they ignore on which basis or criteria they are supposed to do that. Besides their insufficient experience and inadequate background about the topic selection, they end by selecting worthless and uninteresting topics. Moreover, many researchers hesitate in selecting a topic and consume a lot of time in doing so, and this can be attributed to the lack of training in research, less confidence about the topic they want to write about and not reading widely about it (p. 2).

Dorji asserted that the difficulty in finding research topics is a common feature the studies found in undergraduate research education. Researchers all over the world have corroborated that the process of finding a research idea or identifying a research topic to be taken under investigation is a major problem among the students. This issue has a negative impact on their self-esteem to undertake research work. As a result the students feel their failure from the start breaks their confidence (2020, p. 37).

1.4.1.3. Lack of Time Management

Todd, Smith, and Bannister (2006) clarified that time management is considered as one of the key challenges faced by researchers while conducting research. Researchers tend to allocate almost everything to the final stage where they face

difficulties to accomplish their research in the needed time. This is due to having other personal or professional pre-occupations as well as the lack of the skill of managing time, each of which leads to researchers' anxiety and stress (p. 168).

According to Bitchener & Basturkmen (2006), researchers who face difficulties with writingresearch in terms of connecting, structuring, arguing and organizing ideas or writing down theideas using their own words in a balanced and consistent manner, spend or lose a considerable time in writing their research, which become an obstacle for them. Since the process goes beyond the stipulated time given for accomplishing the research (p. 7).

Dombeck and Wells-Moran (2006) claimed that "time management skills boil down to organization, commitment and awareness and may be applied to a number of tasks in life one might decide to take on". In this regard, researchers should be aware and conscious about the time they have for completing their research. In addition, to be committed to keep following aschedule. (As cited in Alsied and Ibrahim, 2017, p. 145).

Taskeen et al. (2014, p. 2) stated that Catalogues at libraries are lost and researchers have to find the relevant data by looking at each and every piece one by one which totally wastes theirtime and makes it more difficult for them to focus on the basic theme of research.

1.4.1.4. Lack of Sources

Researchers often if not always face huge problems with resources during the preparation of their research. They may face lack of resources and references in libraries; also, they may be overwhelmed and misguided with the infinite number of resources available on internet.

According to Al-Qaderi (2016) researchers often face difficulties in attaining the

most needed references and resources from libraries because most of the time the required resourcesare unavailable, and these resources are needed to successfully conduct the research and provide a rich literature review. Another challenge noticed is students' disability to report data from sources during research writing (As cited in Qasem and Zayed, 2019, p. 41). Cumming, Lai and Cho (2016) found that many studies in L2 or in English as a foreign language (EFL) contexts showed that learners who are supposed to write research, generally meet complex processes and difficulties of writing from sources provided in libraries where they are studying (p. 47).

Qasem and Zayed (2019) also emphasized that one of the biggest challenges facing researchers is the lack of resources in the library. Students spend most of their time searching for books they need but they often do not find what they want. Hence, this leads them to delaythe completion of their research project and makes them less encouraged to progress in their work (p. 147).

Taskeen, Shehzadi, Khan and Saleem (2014) declared that the library is unorganized systematically and researchers spend most of their valuable time searching for books and reports instead of looking for the related information from these books. He later added that researchers waste a great deal of time due to their lack of sufficient knowledge regarding the selection of the topic to end by choosing ofa futile and worthless research topic (p. 2).

Alsied and Ibrahim (2017) Stated that internet can be one of the challenges for researchers.Internet is not always accessible for researchers. When students need some sources for their research they usually use the internet, but in many cases they find themselves exposed to a slow and weak internet connection at home or college which delays the completion of their research (p. 148).

Internet is commonly believed as a network of networks where millions of websites are connected on the server. Every Person who has access to internet can maintain data available on internet especially because it is easy to be accessed due to the lack of sources in the libraries. The difficulty facing the researchers here is the piles of huge data and being overwhelmed with what is available without authentic referencing. Researchers may simply take data from internet as a reliable source of data, something which is not always guaranteed (Alsied and Ibrahim, 2017, p. 3).

1.4.1.5. Problems with Sampling

According to Taskeen et al. (2017), a sample means the selection of individuals as representatives from the population of the research study. But, researchers face difficulties finding the sample because they may end up unavailable which affects the research results and generalization. Also, the correct and the good research study requires appropriate sampling and sample techniques, because of the unfamiliarity and poor mastery of these techniques among researchers, sampling becomes a challenge for research process (p. 3).

Also in many cases mostly when the study period is getting longer, people who are taken as a sample may escape. In such situations the whole research study will be affected, since the sample serves as a representative of the target population, any change automatically leads automatically to dramatic changes in the final results (Taskeen et al, 2014, p. 3).

Akyürek and Afacan (2018) stated that while researchers conducting their research, they may face problems related to participants of their study. It is puzzling to obtain a willing participant for their research; some individuals lack the ability to engage or commit especially in the case of longitudinal studies. It is a great challenge

for researchers to find participants who are willing to take part in innovative research and to be honest in their responses (p. 54).

1.4.2   Individual Challenges

1.4.2.1. Lack of Research Skills

Garg, Madhulika, & Passey (2018) believed that many researchers lack the research skills, as it is apparent in their written research papers. They stated that the lack of research skills among researchers might be due to the curriculum and instructional pedagogies that are not focused towards teaching and practicing research methodologies and concentrating more on students' proficiency in other skills. Hence, the research skills remain superficial and rudimentary and in this regard, students tend to follow no constructive and exact criteria of research skills (p. 1).

Garg, Madhulika and Passey (2018) declared that higher education has a key role to play in the creation and dissemination of imparting the necessary knowledge and research skills to students and preparing them to conduct beneficial researches. Since, research skills have been identified as one of the important graduate attributes that need to grasped by students (p. 3).

Indeed, the development of research skills is continuously being considered as "An underlying principle" to researchers. "If no guidance or teaching is accessible to students, then the quality of research at graduate level may not be at a high level" (Garg et al., 2018, p. 3). Because when students do not acquire the needed research skills by their faculty mentors, it might be argued that the students will develop research skills by their own and this will prevent them from successfully and effectively completing their research (Garg et al., 2018, p. 3).

Qasem and Zayed (2019) said that writing research skills is a difficult ability

especially for those who learn English as a second language. Formulating a good piece of writing requires notonly high proficiency in the target language's linguistic rules, but requires good cognitive skills in presenting and organizing ideas as well (p. 37).

Most researchers in this case face huge difficulties in presenting their ideas and tend to transfer the stylistic features of their first language. Besides, attempting to write long sentences,and keep repeating the same ideas around the topic of research and replicate utterances without targeting the focus. As a result, the writing of their research project will be affected in terms of both, the style and the content. The researcher will end by writing a poor research project (Qasem and Zayed, 2019, p. 35).

1.4.2.2. Lack of Self-Confidence

Norman & Hyland (2003) stated that self- confidence is considered as an important factor in any learning process that can have its effects on students' participation and progress. Self- confidence is very necessary for students' to take risks and engage in the learning activities and being assured of their abilities and work hard to achieve the planed goals successfully (As citedin Akbari and Sahibzada, 2020, p. 3).

Due to lack of self- confidence many psychological obstacles such as, "feeling of in secureness, fearfulness, having anxiety, and feeling yourself apart from the society", are possible barriers that may arise from students' lack of self- confidence which can adversely affect their performance in any academic process (Rubio, 2007, as cited in Akbari and Sahibzada, 2020, p. 3).

According to Benabou & Tirole (2002), lack of self- confidence has a negative effect on researchers' motivation and can change their behavior towards their

problem-solving skill atthe university (p. 878). Palavan (2017) added that lack of self-confidence could lead to researchers' lack of motivation, which in result may cause research to become a demotivating task, and researchers show a negative attitude towards the research process (p. 197).

Odunze (2019) declared that researchers might face confidence issues and experience lack of self- confidence to carry out research or feel that they are incapable of doing it. This becomesa challenge to them as they struggle even with self-doubt (p. 4). Yiu (2009) posits that one of the most dominant challenges is researchers' "inability to develop confidence in conveying academic voice" (p. 113).

1.4.2.3. Perfectionism

According to Curran and Hill (2019), **"Perfectionism is broadly defined as a combination of excessively high personal standards and overly critical self-evaluation" (p. 410). However striving to attain perfection and avoiding failure goes under the category of achievement behavior,which vulnerably leads to motivational and psychological difficulties for some students. It restricts the individuals to derive a lasting sense of satisfaction from their own accomplishments(Curran and Hill, 2019, p. 411).

It was found that the ill effects of self-oriented perfectionism positively correlates with students giving up their intended work and predicts increases in depression, suicide ideas and anxiety over time, which automatically affects their work (Curran and Hill, 2019, p. 411). Hewiit and Flett (1991) stated that because of students' feelings that they are going to perceive expectations from others, negative emotions may increase in this situation which leads to students' fear of failure, disturbance and as a result the quality of their work will be affected (As cited in Curran and Hill, 2019, p. 411).

Madigan (2019) stated that perfectionism is mainly associated with the process that will affect students' achievement. It is comprised of overly critical evaluations and concerns about committing mistakes and such evaluations lead to students' maladaptive cognitions including worry, rumination and anxiety that may stifle their academic productive behaviors (p. 970). He further added that because of perfectionism, students experience overwhelming feelings of external pressure and a lack of control. Therefore, perfectionism leads students to be negativelyassociated with academic work (Madigan, 2019, p. 970).

Madigan (2019) said that as noted by others, perfectionism might be negatively related to work success indirectly, via variables such as fear of failure, worry and anxiety. Indeed, based on the various debilitating outcomes associated with perfectionistic concerns, it is difficult not to envisage that they may hinder students' from effectively conducting their academic research toa greater degree (p. 983).

1.4.2.4. Lack of Research Aptitude

Barmola (2013) defined aptitude as a "persons' capacity or hypothetical potential for acquisition of certain more or less well defined patterns of behavior involved in the performance of a task with respect to which the individual has had little or no previous training"(p. 373).

According to Bains, John, Nair, Achraya, Shukla, and Acharya, (2017) a large number ofstudents showed a lack of aptitude towards research. They stated that this obstacle is due to some barriers seen frequently in many similar studies including lack of incorporating research methodology, lack of confidence and poor training to guide students, inadequate researchresources, mentorship and time constraints to perform research (p. 9). They further added that because of students over burdening with the workload of exams, training periods and tutorials, grades seen to become

the top priority, so very few of them show aptitude and think about research process (Bains et al., 2017, p. 7).

1.4.2.5. Anxiety

The psychological dilemma called anxiety may affects the researchers while conducting their research due to many affecting factors, especially in the phase of seeking data and the phase of writing the research.

According to Naveed and Ameen (2015), anxiety has always been considered as a fundamental, ubiquitous, and persistent feature in the research process. It affects the students not only in their cognitive, emotional, and behavioral sides, also it "affects their seeking self- efficacy and academic performance" (p. 129).

Tavukcu (2017) asserted that research anxiety arises due to many behaviors and feelings stated by researchers including: avoiding conducting research when they do not have to do so, being bored when the research should be conducted, being uncomfortable with the idea of conducting research, and being restless while conducting it. As well as researchers' lack of self-confidence while doing the research (p. 2).

Since anxiety is the heart and the focus of this study, more details about it are to be included in the following chapter.

1.5. Characteristics of a Good Researcher and a Good Academic Research

Being a good researcher requires having some qualifications and qualities; the latter applies to the research process as well.

1.5.1. Qualities of a Good Researcher

According to Stefanadis (2006), a good researcher is an open-minded person that adopt a critical thinking while conducting his/her research (p. 52). Besides, being "hard worker, diligent, focused, resourceful, inventive and devoted to his/her specific

field of interest" (p. 52). For Tabinas (2019) "Diligence and persistence, creativeness and innovativeness, objectiveness, open-mindedness, orderliness and cleanliness, cautious, accuracy and precision, quickness and responsiveness, Keenness, systematic and reasonableness, and cooperation and leadership" are the qualities of a good researcher.

Updating knowledge of a researcher is of utmost importance and can be accomplished in several ways such as following the current literature, attending conferences and exchanging ideas with colleagues from the same field (Stefanadis, 2006, p. 52). Most importantly, he stated that a good researcher has to acquire an excellent knowledge of the measurement tools and techniques related to the field of study, being precise and honest while interprets and presents results. Since the misinterpretation or even the falsification of data leads to the deviation and the invalidation of the future researches, and deprive the correct and the appropriate treatment of the problem under investigation (p. 52).

Tabinas declared, "The basic qualities of a researcher are intelligence, honesty, curiosity and initiative, enough knowledge, and good in oral and written communication." He further added that, a researcher must be intelligent enough, since it is unlikely for a person who is not intelligent to think of doing a formal research and even if he has the required intelligence, the absence of curiosity and initiatively leads to the inability to find a reasonable problem for a research study (2019). Besides, a good researcher is a healthy researcher who can go through all the stresses and discomforts of research work, and dedicate time for any activity so that if it is time to go back to work on the research he/she can have a better focus (Tabinas, 2019).

To be a good researcher according to Toledo-Pereyra (2012, pp.201-202) means

being interested, desired and disposed towards research, motivated, inquisitive, innovative, knowledgeable and ready to sacrifice time and efforts to follow the research plan "to create an atmosphere of progress and advancement for the studies being carried out. And this will be indispensable in the research work (pp.201-202)."

1.5.2. Qualities of a Good Academic Research

Davis (2021) emphasised that any research that is "controlled, rigorous, systematic, valid and verifiable, empirical and critical" is qualified as a good research. In addition, containing accurate and precise data, since, data are the pillars of the research conclusions (Tabinas, 2012, p. 52).

According to Islam and Samsudin a good research is the one carried out using an organized procedures for the aim of receiving better research results and reaching accurate solutions to the problems under investigation (2020, p. 332). Furthermore, they stated that it is a continuous process as it studies existing facts, develops new facts and distinguish relationship among variables besides being a multipurpose activity since it includes collecting data, developing new theories, tools and concepts. Precise, objective data to understand research problems and generalization of the research conclusions are characteristics of a good research (Islam and Samsudin, 2020, p. 332).

Hollingsworth (2008) pointed out that, high quality research is defined as "creative, ground-breaking research, often as a result of small, step-wise advances that result in a new way of thinking about a problem" (As cited in Carlsson, Kettis, Söderholm , 2011, p. 14). For Carlsson et al, high quality research is research that "stands the test of being scrutinized by highly recognized peers within the field (p. 14)", has an essential impact on the development of the research field, finally, provides a useful short term or long term contribution to society, either directly or

indirectly (2011, p. 14).

Aceto (2003, p.8) asserted that good research requires logic, clarity and truth. For Akkaya and Ayden, a good research is the one includes evaluative information through mental processes, interpretation, and reconstruction (2018, p. 129). Lastly, Akin (2009, p. 69-72) emphasised that any good piece of academic research should be clear, understandable, remarkable, and concise, and to be presented in a certain order by ensuring coherence and cohesion among its subsections (As cited in Akkaya and Ayden, 2018, p. 130).

Conclusion

Research writing is a vital task in any academic field. This chapter sheds light on the theories related to the main steps and principles of conducting a good research process. It explores the definitions and importance of research, its types in addition to stating the main components of the research process such as problematizing, hypothesizing, analyzing the data and formulating conclusions. Then, discusses the different research challenges or obstacles that may face researchers when conducting their work. They are divided into two categories: the environmental challenges like supervision, time management and sources, and individual ones including lack of research skills, self- confidence and anxiety. Finally, stating characteristics of a good researcher and a good research process.

Chapter Two

Anxiety

Introduction

This chapter is devoted mainly to discuss anxiety from different perspectives. We will define the term anxiety, which is a very common phenomenon within foreign language learners, in orderto make it easy for the reader to understand what this research is about and to give more clarification. Then, this chapter deals with the various types of anxiety by giving a full description for each one of them. Moreover, it sheds light on its distinct theories, then moving on to talk about the positive side of anxiety. The chapter closes with the last titles; the factors that cause anxiety and its effects.

2.1.   Definition of Anxiety

According to Sharma and Sharma (2015, p. 26), anxiety is derived from the Latin word "angere," which means "to distress". Anxiety may also be characterized as a vague, uncomfortablefeeling caused by long-term stress and the presence of multiple stressors (Lazarus & Folkman, 1984, as cited in, Sharma and Sharma, 2015, p. 26).

Spielberger defines it as the "subjective feeling of tension, apprehension, nervousness and worryassociated with an arousal of the autonomic nervous system" (1983, p. 15). In this regard, Anxietyis extreme and persistent worry that interferes with daily living and symptoms can include panic attacks, physical fear reactions and attempts to avoid the situation (Psychiatry. org, 2021).

In another definition, anxiety refers to a variety of mental and physiological phenomena, suchas a person's conscious state of concern about a potential unwelcome occurrence or fear of a currentcircumstance. Anxiety and fear are inextricably linked. Some researchers believe that anxiety is a distinctly human emotion, while fear is common among nonhuman species (Evans, Foa, Gur, Hendin, O'Brien, Seligman,

& Walsh, 2005, p. 162).

Other researchers provided various definitions concerning anxiety in relation to academic research.

Tekin (2007) declared that university students who received post- graduate education had ahigh research anxiety, in this regard, the level of their research proficiency decreased as their anxiety levels increased (As cited in Tavukcu, 2017, p. 3).

Researchers' anxiety while conducting their academic research has a relation with their seeking for information as tackled in a considerable number of researches.

Mellon (1986) explored that while students look for the information needed to be used in their research, they become anxious. He found that researcher's anxiety functions as a stymied in the research process. In this regard, researchers start to feel "scary, overpowering lost, helpless, and confused" (p. 162). As a result, they will be unable to approach the problem under research logically or effectively (Mellon, 1986, p. 163). So when researchers get stuck and cannot find what they are looking for, they would feel depressed and sad for the wasted time and efforts (Abusin and Zainab, 2010, p. 71). Chowdhury and Grib stated that the barriers associated with information seeking activities highly trigger and heighten anxiety during the research process (2009, p. 471).

Anxiety also has a relation with research writing. For this situation, Qasem and Zayid (2019) stated that writing as a process is challenging and writing anxiety is prevalent especially between second language learners. Many students may suffer from writing anxiety, since writing, as a process requires good command of the language and the ability of stating forth theideas in a logical and coherent manner. Many researches who already complained about research anxiety revealed that the

productive skills like writing are among the highest factors that lead to student's anxiety more than the other language skills (p. 34).

Huerta, Goodson, Beigi, and Chlup (2016) emphasised that the negative impact of anxiety on academic writing has been well-documented in empirical studies in the United States. Its negative impact mainly correlates with academic research productivity. They explored throughtheir study that "students with higher writing anxiety produced writing with lower quality and performed poorer on writing skills tests than students with lower writing anxiety" (p. 4).

2.2.   Types of Anxiety

2.2.1. State Anxiety VS. Trait Anxiety

Both types of anxiety have been defined by different scholars among them Spielberger (1983, as quoted in, Sharma and Sharma, 2015, p. 26). He defined state anxiety as "the emotional state of an individual in response to a particular situation or moment that includes symptoms of apprehension, tension, and activation of the autonomic nervous system, and can include tremors, sweating, or increased heart rate and blood pressure."

According to Spielberger, Pollans and Worden (1984, p. 270), trait anxiety refers to individual variations in anxiety proneness as a reasonably stable personality characteristic. Trait anxiety is not specifically manifested in actions, but it can be inferred by the frequency in which a person's state anxiety rises over time. Trait anxiety sufferers are more vulnerable to stress and perceive a broader variety of circumstances as risky or threatening. For Gidron (2013, p. 1989), trait anxiety is the stable propensity to feel and record negative emotions such as worries, fears, and

anxiety in a variety of situations.

Eysenck (1979, p. 364) also contributed with his own definitions. For him, state anxiety is a temporary feeling that interacts with situational danger, and trait anxiety is semi-permanent susceptibility to experience state anxiety.

2.2.2. Facilitating VS Debilitating Anxiety

Facilitating or debilitating anxiety is more commonly experienced during an oral presentation. When learning a foreign language, there might be a sufficient amount of anxiety "to arouse the neuromuscular system to optimal levels of performance, but not so much arousal that the complexneuromuscular systems underlying those skills are disrupted" (Scovel, 1978, p. 138). This phenomenon is most frequently encountered by students who present a work orally, who must achieve an excellent performance, they make great efforts in this context, charge their brains directly with orders that improve the neuromuscular system of the learner. However, such anxiety that grows into the mind of the learner should not reach a high level, so it does not stop the learner from delivering a successful oral performance (Bali, 2017, p. 8).

For that, Dornyei (2005, as cited in Bali, 2017, p. 8) contends that anxiety is useful to examine in comparison with facilitating and debilitating anxiety. Facilitating anxiety "motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behavior."(Scovel, 1983, as cited in Saidi, 2015, p. 10).

Facilitating anxiety is a positive anxiety which prompts the learner's mind and pushes them to look for the best ways to attain successful results; in fact, it helps learners to fight and do their best for the task they are working on.

"Researchers have also found that foreign language anxiety has a wide range of

potential negative effects on foreign language learning" (Luo, 2013, p. 99, as cited in Saidi, 2015, p. 10). This is mostly because of debilitating anxiety which "drives the students to escape from the learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978, p. 139). In other words, it is known to have a negative effect on learners, it creates in them mental blocks which will make them "flee" the task. As summarized by William (1983, as cited in Saidi, 2015, p. 11), learners with low anxiety have a facilitating anxiety whereas those with high anxiety have a debilitating anxiety. This explains the fact that a high level of anxiety is disadvantageous for the learners' achievements (Bali, 2017, p. 9).

2.3. Theories of Anxiety

2.3.1. Psychodynamic Theory

Anxiety is defined by psychodynamic theory as a dispute between the id and the ego. Aggressive and impulsive drives may be experienced as undesirable, leading to repression. These suppressed urges can resurface, resulting in automatic anxiety (Bhatt and Baker, 2019). For a number of psychotherapists, anxiety neither is a mere symptom nor is it a collection of conditions. Rather it is a crucial occurrence. First, it is a more or less a consciously experienced emotion. It is an uneasy feeling for the one who is experiencing it — an indication that not everything is right, that there is some sort of risk — and hence it borders on terror without a defined object of terror (Clemens, 2003, p. 385). It may or may not have the physiological concomitants of fear. Tachycardia, which is a medical term for a heart rate over 100 beats per minute ("Tachycardia - Symptoms and causes", 2021), diaphoresis; a medical term for excessive, abnormal sweating in relation to your environment and activity level is

diaphoresis (Morris, 2019), muscle tension, palpitations and shortness of breath, insomnia, and more (Clemens, 2003, p. 385).

In one of his most vital papers, Freud proposed a hypothesis of how anxiety plays a crucial role within the development of symptoms. Psychoanalysts call the locus of actions, 'the ego', shorthand for the big collection of executive functions that record sensation, process information,access memory, form assessments, reach decisions, and command motor activity. The ego function of controlling effects is the most crucial for comprehending anxiety. (Freud, 1926, ascited in Clemens, 2003, p. 385).

In Freud's model, a little child's ego experiences anxiety in different situations relevant to the infant and child developmental stage. It is not difficult to distinguish between these different forms of anxiety while working with adult patients. In-depth psychoanalysis may link them to early developmental problems (Freud, 1926, as cited in Clemens, 2003, p. 385).

Very early in life comes the panic related to needs for food or love not being met by a parent, as the newborn seems to realize its helplessness and absolute reliance on the absent other. The infant may fear losing the care-taking 'object', as it becomes more active and aware of being a separate person. Then, there is a more comprehending fear of loss of the love of the object even without losing the object after the appearance of control struggles and naughty behavior: 'Mom and dad won't love me anymore because I've wet my pants.' The child may fear retaliation through damage to the pleasure-giving genitals—historically referred to as 'castration anxiety', as sexuality enters the picture and the child develops a curiosity about anatomy. This may be generalized to fear of harm to the body overall (Clemens, 2003, p. 385).

As a kid approaches school age, his 'superego' matures by internalizing

behavioral constraints and developing morals, standards, and expectations for the self (the conscience and ego ideal.) The anxiety now switches to a fear of a new set of negative emotions: guilt, with its self-punitive elements, and embarrassment in facing others. If the kid has been disciplined brutally by his/her parents, the superego internalizes this and may become even harsher in its guilt and self-punishment administration, but the freshly formed superego may be fairly severe in any case until the kid learns some balance and moderation (Clemens, 2003, p. 385). This superego developmenthas to do with controlling emotions, but it also corresponds to the child's growing knowledge and comprehension of the actual world. S/he becomes less driven by what feels good in the present(the pleasure principle) and more directed by what will lead to long-term happiness through efficient environmental management (the reality principle). Ego qualities include problem-solvingskills and the capacity to defer gratification. Throughout these early phases, the kid enjoys competence and mastery more and more. (Clemens, 2003, p. 386).

Conversely, overpowering effect is scary and traumatic, causing serious psychological and neurological damages. The ego develops defensive strategies to minimize the suffering after experiencing great anguish from anxiety at these various stages. It creates an early warning systemby sensing the possibility of anxiety through minute sensations of 'signal anxiety', which drives evasive mental activity. As a result, avoiding anxiety becomes the primary motivation for psychological defensive mechanisms. Projection 'he is the one with bad intent, not I' and introjection 'rather than bear the guilt of murdering him, I will kill myself' are the more primitive mechanisms. Denial is a common defensive strategy e.g., 'this chest discomfort isn't serious' or 'I'm not really attracted to my neighbor's wife'. Repression can be used to keep traumatic memories or unsettling ideas at bay by preventing access to their

memory traces. Turning passiveinto active 'I'll dig the splinter out myself, Daddy', or identification with the aggressor are ones of the more complicated defensive mechanisms (the victim who becomes the bully or plots violentrevenge) (Clemens, 2003, p. 386).

Some symptom constellations are linked to specific defensive mechanisms. In obsessive- compulsive personality disorder, for example, there are: intellectualizing; a defense strategy in which reasoning is employed to avoid confronting an underlying conflict and the emotional discomfort that comes with it (Gabbard, 2010, p.35). Undoing; a defense strategy in which a person engages in counter-productive conduct in order to cancel out or erase an unhealthy, damaging, or otherwise threatening idea or action (Laplanche & Pontalis, 1973, p. 37). Isolation of effect is "a defense mechanism that relies on keeping unwelcome thoughts and feelings from forming associative links with other thoughts and feelings, with the result that the unwelcome thought is rarely activated." (Pam, 2013). Whereas in phobias, there are displacement; a defense mechanism in which people cope with intense worry by shifting their feelings about a stressor to less psychologically dangerous items or activities. (Costa, 2017, p. 1) and avoidance is "the active evasion of feared items or scenarios by people with phobias." (Pam, 2013). Defense mechanisms, like theurges or thoughts that are resisted, are almost always unconscious. As in the compulsively tidy room with a dirty corner, or the homicidal anger performed in suicide, the warded-off urge and thedefense mechanism can work together to express the impulse in a disguised, symptomatic manner.People are rarely aware of the many reasons and internal factors that lead to ultimate decisions or acts (Clemens, 2003, p. 386).

Psychodynamic psychology is a branch of study in psychology that stresses the systematic study of the psychological forces that underpin human behavior, feelings

and behaviors, as well as, how they connect to early experience. It is practically interested in the dynamic relations between conscious and unconscious motivation (Shapiro, 1995, p. 651). Psychodynamic psychologists use psychotherapy to aid their patients. Psychotherapy is acollaborative process in which psychologists and patients work together to identify particular issues and build real skills and strategies to cope with anxiety. Patients can anticipate using their new abilities to handle anxiety in situations that make them uncomfortable outside of sessions. Psychologists, however, will not force patients into such situations unless they are confident that they have the abilities necessary to properly confront their anxieties (American Psychological Association, 2016).

Psychologists sometimes use other approaches to treat anxiety disorders like Family Psychotherapy where they help family members understand their loved one's anxiety and learn ways to interact that do not promote anxious habits. Family therapy can be particularly helpful for children and adolescents suffering from anxiety disorders (American Psychological Association, 2016).

2.3.2. Cognitive Theory

Anxiety is described by cognitive science as the propensity to overestimate the likelihood of risk. Anxiety disorder patients tend to envision the worst-case scenario and avoid circumstances they perceive to be risky, such as crowds, heights, or social contact (Bhatt and Baker, 2019).

In the 1950's, two psychologists, one named: Albert Ellis and the other: Aaron Beck, independently created very similar theories. Both of these theories resulted in effective forms of cognitive therapy (Jacosfky, Santos, Khemlani-Patel, & Neziroglu, 2021).

According to cognitive theory, the dysfunctional thoughts of humans bring

extreme emotions which in turn lead to maladjusted behaviors. Consider this example to illustrate the strong effect of these thoughts: suppose that a student is preparing to pass a difficult test. Whilst doing so, they think to themselves "I am going to fail this test because I can't seem to do anything right". This idea will make them feel apprehensive. So when they eventually take the test, this anxiety will have an effect on their ability to concentrate and hence, it will negatively impact their grades. They may indeed fail just due to the fact that they didn't invest much time and energy in preparing for the exam. Ironically, this failure will strengthen their faulty belief that they are a failure. However, the true reason for their failure was because of their lack of effort and preparation, and not to them being inherently a failure. A completely different outcome would occur if they were to think that the difficulty of the test would not be a burden for them if they put much energy in studying and filling their mind with encouraging thoughts as: "I am just as competent as my peers". Clearly, these two opposite ways to think about the exact same event result in quite different behaviors and outcomes (Jacosfky et al., 2021).

Albert Ellis introduced a cognitive therapy that is called Rational Emotive Behavior Therapy. For him, peoples' intense suffering from negative emotions was caused by their 'irrationalcore beliefs' which are the basic beliefs people have about themselves and mainly about the worldaround them. In the previously mentioned example, the thought "I'll fail this test" may stem froma core belief "I should achieve complete success or else I am a total failure." The negative emotions that lead to dysfunctional behaviors are caused by the core belief (Jacosfky et al., 2021).

Albert Ellis focused on the "irrational" core beliefs through the identification of beliefs which had no proof. According to REBT, learning to think rationally and in a balanced way reduces the intense emotions that are the outcome of these irrational

beliefs. This rational thought therefore removes dysfunctional behavior. The American psychologist noted many irrational core beliefs included terms like "must" or "should" or "can't" such as: I must do well all the time or else I am a total failure, everyone must treat me right, life should be fair (Jocosfky et al., 2021).

REBT has a systematic method of helping therapy participants learn how to remove these irrational core beliefs and develop more rational and balanced ones which are three types of acceptance: (1) unconditional self-acceptance; (2) unconditional other-acceptance; and (3) unconditional life-acceptance (Lieber, 2021).

Around the same time (1950's), Aaron Beck realized that people's internal thoughts and perceptions had a huge influence on their emotions. According to Beck, there are difficulties when erroneous patterns of thinking impact our assessment of external occurrences. In other words, what truly happens in the environment does not affect our behavior. Our conduct is instead determined by our thinking about what is going on. Therefore, our perceptions and interpretations of the environment have a substantial effect on the behavior (Jocosfky et al., 2021).

Aaron Beck believes that the way with which we interpret the external events is a function of our *core schema*. A core schema is a group of assumptions about ourselves, people around us, andthe world. These assumptions may influence our behavior and emotions. Instances of core schemainclude: 1) The world is a dangerous place. 2) I am unlovable. 3) I am inadequate. Notice how similar Ellis's concept of core beliefs is to Beck's concept of core schema. According to cognitivetheory, when cognitive distortions and core beliefs are modified, behavioral change naturally follows. This principle forms the foundation for cognitive therapy techniques (Jacosfky et al., 2021).

2. 4. Anxiety as a Booster of Academic Performance:

Scientists have discovered that mild stress isn't always a negative thing. Good stress, also known as eustress, keeps us motivated and enthusiastic about life. Anxiety, rather than always being regarded as a barrier, may actually assist you in feeling more determined and prepared when confronted with difficulties (Star, 2020).

According to studies conducted by Hardy and Hutchinson (2007, p. 149), students who had some anxiety performed better on examinations. Similarly, among those with strong working memory, a small amount of worry may help them perform better on cognitive exams (Owens, Stevenson, Hadwi & Norgate, 2014, p. 94). Star (2020) further explained that anxiety may help put forth additional effort at work or at home, make a strong first impression, or achieve personal goals. When thinking about personal anxiety, consider how it might be utilized to motivate to develop and be better.

Accepting that some worry is unavoidable may allow to learn to work with it rather than against it. Anxiety isn't necessarily regarded as a bad thing. Telling oneself that anxiety is terrible and attempting to avoid it will only exacerbate the problem. Instead of expressing "I'm so nervous," try saying "I'm so excited." (GoodTherapy.org Staff, 2016).

According to a Harvard Business School study done by Dr. Brooks (2014), stating "I am excited" out loud might help you perform better. He informed students that their persuasive speeches would be videotaped in order to increase anxiety levels during the study. Before giving the speech, students were encouraged to repeat aloud to themselves, "I am excited" or "I am calm." Those who said "I am excited" delivered lengthier, more skilled, comfortable, and

convincing presentations than those who replied "I am calm" (p. 1147). Because anxiety and excitement both have high arousal levels, Dr. Woods believes it may be simpler to reframe anxious sensations as excitement rather than attempting to remain calm. When nervous, people tend to focus on prospective dangers. It is more beneficial to try to reframe the issue and focus on potential possibilities rather than dangers in these instances (p. 1154).

2.5. Causes of Anxiety

2.5.1. Genetic Factors

Research has shown that the heritability rate of anxiety disorders over lifetimes is 26 percent. This rate of heritability suggests that heredity is responsible for 26 percent of the variability in whether or not people experience anxiety (Burch, 2020).

A study done in 2015 looked at mental illnesses among twins and found that the RBFOX1 gene (RNA Binding Fox-1 Homolog 1), which is a protein coding gene may make someone more likely to develop generalized anxiety disorder (Davies, Verdi, Burri, Trzaskowski, Lee, Hettema, & Spector, 2015, p. 11).

2.5.2. Cardiovascular Disease

The broad term for heart or vessel disorders is Cardio-Vascular Disease (CVD). Cardiovascular Disease. It is typically related with the formation of fatty deposits inside the arteries (atherosclerosis) and an increased risk of blood clots. It has also been linked to artery damage in organs like as the brain, heart, kidneys, and eyes (NHS, 2018).

In individuals with cardiovascular illness, especially if they have suffered a heart attack, there has been a prevalence of anxiety. The survival of a heart attack may create anxiety akin to PTSD,which may be quite distressing. Some people are also

affected by anxieties and are at risk for an acute cardiovascular event with a diagnostic of cardiovascular disease. This sword can have two edges since fear of a stroke or heart failure may adversely affect the heart of a patient, but may also encourage them to conduct themselves in the search for positive health (CardioVascular Group, 2020).

2.5.3. Trauma

The Diagnostic and Statistical Manual of Mental Disorders (DSMMD) (2000) defines trauma as

> Direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to one's physical integrity; or witnessing an event that involves death, injury, or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate. The person's response to the event must involve intense fear, helplessness, or horror (or in children, the response must involve disorganized or agitated behavior) (p. 463).

Highly stressful and unsettling situations, especially early in life, raise the likelihood of anxiety by decreasing one's capacity to manage emotions properly throughout life. Trauma has the potential to change the brain in such a manner that it becomes more vulnerable to anxiety (ART International, 2020).

Accelerated Resolution Therapy (ART) is an evidence-based treatment for post-traumatic stress disorder (PTSD), anxiety, depression, stress, and other mental health conditions. Initially, the therapy was largely utilized to assist veterans suffering from PTSD. One of the most significant benefits of ART is the rapidity with which treatment can provide relief. In most cases, just one to five sessions are required,

rather than months or years of costly psychiatric therapy (ART International, 2020).

Accelerated Resolution Therapy (ART) works by retraining traumatic memories that impede a person from living the full life they deserve. Regardless of the sort of trauma suffered, the strategies work equally effectively on everyone suffering from it (ART International, 2020).

2.5.4. Foreign Language Anxiety

According to Horwitz, E. K., Horwitz, M. B., & Cope (1986), foreign language anxiety is a "distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). They goon to claim that about one-third of students who learn a foreign language suffer from some type ofanxiety.

To Young (1990, pp. 548-550), three sources of foreign language anxiety is linked to: the student, the instructor and the institution. He asserts that learner anxiety includes low self-esteem, low levelof ability, communication apprehension, lack of group membership and negative attitudes and beliefs aboutlanguage learning. When it comes to teacher variables, some researchers (Aida, 1994; Samimy, 1994, as cited in Nahavandi & Mukundan, 2013, p. 136) believe that a judgmental teaching attitude and a harsh teaching style are linked to teacher concerns.

Finally, the list of classroom activities that learners view as anxiety-provoking might be linked to institutional anxiety. They can include role playing; speaking in front of the class; giving oral presentations and reports; and a writing task on the board (Young, 1990; Palacios, 1998; Lucas et. al, 2011, as cited in Nahavandi & Mukundan, 2013, p. 136).

2.6. Effects of Anxiety

2.6.1. Nausea

Anxiety is a stress response that can result in a number of psychological and physical symptoms. When you are too nervous, you may notice that your heart rate and respiration rate both rise. You may also feel dizzy or nauseated (Magyar-Russell et. al, 2011).

Anxiety is a normal response and is actually healthful in tiny amounts. Some signs of anxiety– including nausea – are believed to have been evolved to alert your brain that there is something harmful or novel in your surroundings to make an intelligent decision as to what you will do next (Abraham, 2021).

Abraham (2021) believes that anxiety can make someone "hypersensitive" to the feeling of their body. This implies that they focus more on the body. A modest number of "normal" sickness that might ordinarily be overlooked might feel like extreme nausea that is difficult to control when the person is hypersensitive.

2.6.2. Depression

According to The National Institute of Mental Health (NIMH) (2008), everyone occasionally feels blue or sad, but these feelings are usually fleeting and pass within a couple of days. When a person has a depressive disorder, it interferes with daily life, normal functioning, and causes pain for both the person with the disorder and those who care about him or her. Depression is a common but serious illness, and most who experience it need treatment (either medical, psychological or counselling) to get better, however many of those who suffer with a depressive illness never seek treatment. Whilst the vast majority, even those with the most severe depression, can improve with treatment, subsequent depressive episodes are common. Intensive research into the illness has resulted in the development of medications,

psychotherapies, and other methods to treat people with this disabling disorder (Fusco, 2012).

2.6.3. Suicide

"Suicide is a serious public health problem that can have lasting effects on individuals, families, and communities" (Center for Disease Control and Prevention, 2019) with approximately seven hundred thousand (700,000) people taking their life yearly (World Health Organization, 2021). In the United States alone, over 47,000 people died by suicide in 2019. In addition to completed suicides, approximately 1.38 million of individuals made suicide attempts in the same year (American Foundation for Suicide Prevention, 2021).

A number of national organizations consider anxiety and related illnesses as key risk factors for suicide (e.g., American Association of Suicidology, 2015; American Foundation for Suicide Prevention, 2015; National Suicide Prevention Lifeline, 2015).

Anxiety and related disorders (broadly defined here as anxiety, obsessive–compulsive, trauma and stressor-related, and somatic symptom disorders) have received theoretical and empirical attention as potential risk factors for suicide. First and foremost, these disorders are characterizedby aversive, avoidant reactions to emotional experiences (Barlow, SauerZavala, Carl, Bullis, & Ellard, 2014, as cited in Bentley, 2016, p. 32). Suicidal thoughts and behaviors have similarly been conceptualized as avoidant or escape-based responses to the experience of strong emotions (Baumeister, 1990; Boergers, Spirito, & Donaldson, 1998; Briere, Hodges, & Godbout, 2010; Bryan, Rudd, & Wertenberger, 2013; Shneidman, 1993, as cited in Bentley et al., 2016, p. 31), highlighting the potential functional similarities of

these phenomena.

2.6.4. Respiratory Problems

Studies done by Leander, Lampa, Rask-Andersen, Franklin, Gislason, Oudin, & Janson (2014, p. 1595) have shown a strong connection between anxiety and respiratory symptoms, including shortness of breath.

Shortness of breath and other physical symptoms occur in the fight-or-flight reaction to protectyou. With anxiety, you may not be fleeing for your life. Your body always answers as if you were.

Chest strain, breathlessness and quicker breathing are experienced because you strive to obtain more oxygen to your muscles and prepare for execution. You can get heated and your heart rate increases when more blood pumps to your muscles to prepare you to battle (Elmer, 2018).

In asthma, there are several scenarios where anxiety predisposes. Before and during an acute attack, anxiety is generally noticeable since frequent and sometimes deadly asthma episodes are key features of the disease. When respiratory difficulties are seen as exceedingly dangerous and inescapable, the patient might acquire an inquisitive perspective of the true and possible asthma causes. On the one hand, dread of asthma symptoms and asthma pulses is acceptable, as this can lead asthma to exercise responsibility for the management of asthma; on the other hand, proper disease behavior is impaired by overpowering or baseless fears. An unfounded worry of side effects, for instance, might substantially impair drug compliance and so exacerbate asthma symptoms (Thoren & Petermann, 2000, p. 409).

2.6.5. Memory Loss

Researchers showed that short-term stress-activated specific chemicals that in

turn inhibit activities in the brain's learning and memory area. As a result, given the relationship between anxiety and stress, both long-term and short-term anxiety can affect memory (Rivier University, 2018).

Furthermore, anxiety is characterized by restricted control of worried thoughts and careful prejudices which help to focus more on negative stimuli (Matthews & Wells, 1996, p. 575). It has been shown that anxiety disrupts cognitive performance (Maloney, Sattizahn, & Beilock, 2014, p. 405),including working memory (Moran, 2016, p. 833).

Working memory is strongly influenced by worry and anxiety. It is very critical for effectively solving problems and managing pieces of information in the present. When this particular systemis not operating as it should be, it can result in mistakes, difficulty in properly finishing tasks, problems multitasking and difficulty concentrating (Meek, 2019).

This can be a big problem in both personal and professional life. A person may forget crucial tasks and appointments due to working memory being affected by worrying (Meek, 2019).

Research dating back to the 1970s has proved that working memory and anxiety are related. Studies have repeatedly shown that when anxiety is at high levels, working memory capacity suffers. School and work performance, the ability to use complex problem-solving strategies, and decision-making skills may be compromised (Meek, 2019).

2.6.6. Poor Academic Performance

Anxiety among college students in the United States has increased from 6.7% in

2000 (American College Health Association, 2000) to 12.9% in 2013 (American College Health Association, 2013). In 2014, ACHA stated that 23% of college students reported anxiety as a factor that impacts their functioning in the past year (as cited in Holliday et. al, 2016, p. 2). It is considered to be a common educational problem, referring to a situation when students do not feel confident about their abilities, which is reflected especially in their performance and test results. This view is also supported by a study conducted by Spielberger (1962, as cited in Trifoni and Shahini, 2011, p. 94) with college students, which revealed that while only 8 out of 138 low-anxiety students dropped out of college because of academic failure, twenty-six out of 129 high anxious students left for the same reason.

The most vital variable in the learning process that hinders foreign language learners' performance is the foreign language anxiety. For it can be cognitively and physically a serious barrier to the learner's capacities especially in terms of its negative impact on the student's speaking skill.Language anxiety is the worry that learners feel when they use a second or a foreign language; they find it very difficult to engage themselves in an unfamiliar language situation (Spielberger, et al.,1995). In other words, anxiety has a relationship with speaking the foreign language.

In a study on classroom anxiety, many learners who have experienced learning foreign language are highly anxious because of participating in speaking activities they are probably not fully engaged or not engaged at all. It is often assumed that the most anxiety-provoking in foreign language setting is the speaking skill. Price (1991, as cited in Saidi, 2015, p. 32) also claimed that oral presentations are the greatest source of classroom anxiety. Similarly, MacIntyre, Noels, & Clements (1998, p. 547) defined this phenomenon as willingness to communicate as learner's "readiness to enter into discourse at a particular time with specific person or persons, using L2"

(p.82). By this, anxious students have been shown to be less likely to volunteer with their answers in classroom and to be hesitant in expressing their opinions in the target language. From this, Anxiety has an effect on the oral performance of speakers of EFL. Students' speaking in the EFL classroom generated the highest level of anxiety , because the majority of them face to some extent a degree of nervousness and worry correlated to the speaking skill. So, speaking is the major source of anxiety declared by most of learners especially when they have to speak in front of their classmates (Saidi, 2015, p. 33).

Conclusion

To sum up, anxiety has been studied by many researchers and scholars and from different perspectives. These numerous studies reflect its importance in all aspects and especially in the field of language learning and research. This chapter sheds light on the four types of anxiety: state anxiety, trait anxiety, facilitating anxiety and debilitating anxiety. Moreover, two significant anxiety theories have been established which are: psychodynamic theory and cognitive theory. Each of these theories discusses anxiety from a unique perspective. Furthermore, the positive side of anxiety have been tackled. In addition, it highlighted the main causes of anxiety and from their studies, four (4) important factors were pinpointed: Genetic factors, cardiovascular disease, trauma, and could happen to EFL researchers because of the foreignness to the English language. Finally, this chapter tackles crucial studies and discussions which have been raised about the issue of anxiety and its impact on: memory, breathing, mental health and academic performance.

Chapter Three

Field of Investigation

Introduction

This chapter is designed as the practical part of the study. It aims at describing and analyzing the data collected through the two instruments-students' questionnaire and teachers' interviews,which provide insights on the views of EFL learners and teachers regarding the extent anxiety affects the EFL researchers and the research process as well as determining the main factors behindtheir anxiety. The theoretical part investigates the EFL researchers' opinions about anxiety and thedifferent reasons leading to it during the research process. The current part is concerned with the description and analysis of teachers and students' attitudes towards the problem under investigation. Finally will supply a summary of the main findings that would probably allow us to confirm or reject the main hypotheses along with answering the research questions.

3.1. Methodology

The present research was conducted through using both the quantitative and the qualitative research approaches and the descriptive method as a suitable tool to test the hypothesis. It relies on an interview for the EFL teachers and a questionnaire for the EFL second year Master studentsat English Department of Guelma University. The students were selected randomly and the teachers were chosen from different academic grades in order to analyze and take their attitudes and opinionsabout the impact of anxiety on the researcher and the research process. In this regard, it aims to give a general description of both conducting a research as an academic achievement and tacklinganxiety as one of the most challenging factors for the academic researcher, besides exploring the different reasons leading to this emotional state.

3.2.   Participants

The Sample of this study is composed of 73 students who were selected randomly from a population of 90 students from second year Master classes at the Department of English from Guelma University. The size of the random sample of the students' questionnaire was adapted from the table provided in: «Research methods in education" by Krejcie and Morgan, 1970 (as cited in Cohen, Manion & Morrison, 2000, p. 94). In addition to conducting an interview with five teachersby selecting one teacher from each academic grade; a Professor, an Associate Professor, a Doctoral Teacher, an Assistant Teacher A and an Assistant Teacher B . This sample was selected because second year Master students currently conducting a research that is their Master dissertation and they are more likely to face theproblem of anxiety in comparison to students from other levels in the English department. Besides, the selected teachers play two roles: first, as supervisors of the second year Master researchers and second, as researchers themselves. So, they are supposed to have enough experience with students encountering anxiety and they may have experienced that feeling themselves at some stage of their academic career. The teachers' answers normally provide a clear and authentic picture about the situation.

Section One: Students' Questionnaire

3.3. Description of Students' Questionnaire

The questionnaire is constructed based on the previous theoretical parts. It includes 17 questionsthat are divided into three sections; the general information, academic research and the impact of anxiety on research. The questions vary between dichotomous questions in which participants are asked to answer by yes/no, also it includes questions with free answers and most of the questions are multiple-choice

questions in which the respondents are required to choose from the options. The concluding question is an open-ended one in order to give the respondents the freedom to write their recommendations, suggestions about the subject under discussion.

The first section is entitled "General Information" it includes two questions, it aims at gathering information about the student's background; their level in English, and the reason behind choosing to continue studying the Master Degree. The second section is entitled "Academic Research" it is devoted to give a general idea about what academic research means and tackles different stages embedded in conducting any academic research. The participants are asked to give their opinions concerning the research process and its various angles (its meaning, their readiness, and its phases).Students were asked to state what academic research means to them (Q3). They are required to describe their readiness towards conducting their research (Q4). In addition, they are asked to state if they had an experience with academic research (Q5), and if yes, they should note the kind of academic researchthey conducted (Q6). Next, they are asked about supervision; do they chose the teacher or s/he was chosen for them (Q7). Then, the researcher attempts to find out the reason behind selecting their topic of research (Q8). After that, they are asked to specify the choice of the supervisor was based on what (Q9). We have also examined how much the candidates have contact with their supervisors in bothonline and face-to-face meetings (Q10). The last question was about investigating their attitudes towards the meeting they had with their supervisors (Q11).

The third section is entitled "The Impact of Anxiety on Research". This section tries to find some information about the degree of anxiety among researchers while conducting their researchand the main factors behind it. First, students are asked to

declare whether conducting research represents a stressful situation for them or not (Q12). Also, pointing out the degree to which anxiety affects them while conducting their researches (Q13). After that, they are asked to specify in which stage exactlyof conducting research they get anxious (Q14). Then, they are required to select from the options given to them the most affecting factors playing as a challenge while conducting their research and that lead to their anxiety (Q15). The last question is open for the students to add further suggestions, recommendations or additional information that enriches the topic (Q17).

3.4. Administration of Students' Questionnaire

We have administered the questionnaire to Second year Master Students of English Departmentat the University of Guelma, on May 24th, 2021. The questionnaire includes 17 questions. The participants took around 10 minutes in order to answer the questionnaire.

3.5. Data Analysis and Interpretation

Section One: General Information

Question 01: How could you describe your level in English?

 A - Beginner

B- Intermediate

C- Advanced

Table 3.1

EFL Students' Level in English

Options	Number	Percentage (%)
Beginner	00	**00%**
Intermediate	14	**19%**
Advanced	59	**81%**
Total	**73**	**100%**

Based on this table, the majority of students (81%) stated that their level in English is advanced.This indicates that the participants add a significant value to this research. Whereas, the rest of participants (19%) described their level in English as intermediate. In this regard, they need to work harder and improve their level in all aspects of English Language. No one selected the option of "Beginner" this implies that second-year Master students' have a good appreciation of their level in English as students and researchers as well.

Question 02: You chose to continue the Master Degree:

A- because you are interested in academic research.

B- to get higher academic qualifications.

C- to increase your chances to get a job in the future.

D- because it is the portal for the doctoral degree.

E- because you do not have other occupations or chances.

Table 3.2

EFL Students' Reasons to Continue Studying the Master Degree.

Options	Number	Percentage (%)
A	6	8.2%
B	28	38.4%
C	23	31.5%
D	10	13.7%
E	6	8.2%
Total	73	100%

As this table implies, to get a higher academic qualification is the highest choice from the list with (38.4%), which means, second year Master Students care about getting a high academic level. Just after that, 31.5% of the participants studied the Master degree to increase their chances to get a job in the future, this implies that the higher academic degree the more they catch the opportunity to take the job they want. Some students forming 13.7% from the participants are dreaming to reach the doctoral degree. 8.2% of the participants stated that they continue the Master degree because they are interested in conducting academic research, which means, there are some people who care about research and try to improve their skills in conducting it for more professional reasons. Others forming 8.2% of the participants studied the Master degree because they do not have any other occupations or chances,so they are obliged to study it. This implies that, the master degree is available to anyone without taking their average into consideration, as well as being a tool to absorb hundreds of thousands of unemployed youth.

Section Two: Academic Research

Question 03: What does the word academic research mean for you?

Students' answers on this open-ended question are summarized and paraphrased as follows: they defined academic research as the process of searching andgathering data about a specific subject in a specific academic field based on some academic purposes. It may be done by a researcher or a group of researchers under the guidance of a particular institution. They solve the problems following certain methodologies to accomplish certain goals. It is a very beneficial attempt to gain and enrich one's knowledge about certain subjects and establishing new facts. In simpler terms, it is the step-stone to reveal reality and explore the unexplored in a professional way, to unlock the hidden objects.

Though EFL MA students provided different answers about academic research, it is noticed that all their answers fall into the same circle of what academic research exactly means.

Question 04: How would you describe your readiness for conducting an academic research.

Table 3.3

Students' Readiness for Conducting an Academic Research

Justifications
52(71.3%) said that : They were motivated and somehow ready at first, then in the mid of conducting their master dissertation they became lost andanxious.
15(20.5%) stressed that: they are not ready at all to conduct their master dissertation.
6(8.2%) mentioned that: they are ready and excited to conduct their academic research.

As it is summarized in this table, the majority of the participants that forms (71.3%) declared that before starting to conduct their dissertation, they were ready and excited. Then, during the research process, they lost their motivation and started getting anxious. This indicates that they were not as ready as they expected themselves to be; also, they may have faced some research obstacles they did not anticipate. Moreover, (20.5%) of the respondents stated that they were not ready at all to conduct their research, which may imply that the lack of confidence in their research skills and capacities to undergo this experience. Since it is their first time conducting such kind of research, so it is hard for them. Finally, only (8.2%) admitted that they were ready and excited to conduct their research from the beginning to the end of their research process, which means that they were confident of their skills; even if they faced anxiety, they had the ability to use it as a booster for better research performance.

Question 05: Before the dissertation, did you have any experience with academic

research?

a/ Yes b/ No

Figure.01

EFL Students' Experience with Academic Research
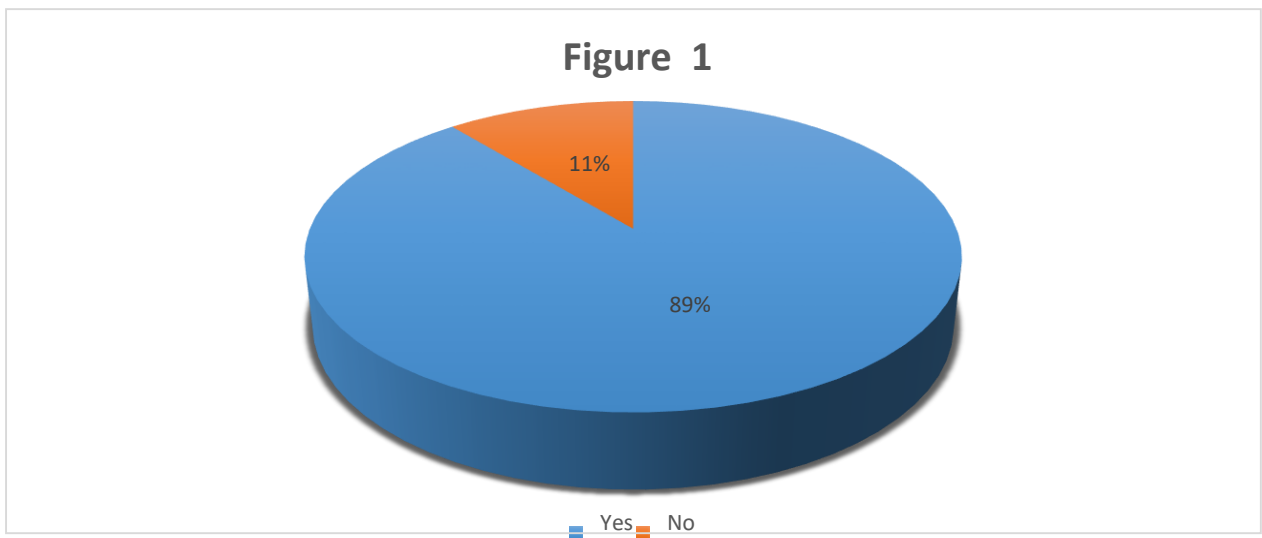
Figure 1

As indicated in the preceding figure, the majority of the respondents (89%)

already had an experience with academic research. This implies that being a second

year Master student indicatesthat academic research is a part from their carrier in

university through many forms. However, (11%) of the participants assume that they

had no experience with academic research and this implies that they do not know

what academic research means, since being a university student youare exposed to

academic research in one way or another such as, preparing presentations, writing

essays, writing research papers… etc.

Question 06: If yes, which of the following academic researches you experienced

before your dissertation? (You can choose more than one answer).

A- Writing assays.

B- Preparing PPT presentations.

C- Preparing lessons.

D- Research papers

E- Proposal.

Table 3.4

The Kind of Experiences the EFL Students' had with Academic Research

Options	Number	Percentage (%)
A	13	17.8%
B	10	13.6%
C	4	5.5%
D	7	9.7%
E	10	13.6%
A+B+D+E	29	39.8%
Total	73	100%

According to the results shown in the sixth table, the majority of the respondents (39.8%) hadan experience with all the mentioned research forms. Therefore, teachers do provide importance for such a necessary work forms, at the same time, they tend to equip their students with the required skills and abilities to prepare them to be more professional, since they are future teachers and researchers of English. Right after that, (17.8%) a considerablenumber of participants wrote essays, which implies that the most important attempt for teachers isto confirm that their students are very well in writing correct and worthy essays mainly to prepare them for their

examinations and for Master research, because writing essays is a very important unit to improve the writing skills. Preparing PPT presentations also was part of their experience with academic research and (13.6%) of the students emphasized that, which indicates that students enjoyed several opportunities in classes to present their already searched information using technology to display them.

(13.6%) of the participants wrote a research proposal, because some teachers assigned it in the previous academic years, besides being obliged to write it as second-year Master students. (9.7%) of them worked on research papers, which implies that this form is not conducted by all the students but only few because not all the teachers use this form as an assignment, or the students avoid working on such forms. At last, a small number of students (5.5%) declared that they do not have much experience with preparing lessons; this means that the respondents are unaware that preparing presentations and checking what they are going to deal with next session are considered as a part or a form of preparing lessons.

The results indicate that,all the second-year Master students had an experience with academic research, but in more than one form. Which means, all of them became familiar with what academic research is. Also, worth stressing that university courses were a fruitful source where they practiced their already learned research skills using different forms.

Question 07: About your master dissertation, did you choose your supervisor or

s/he was chosen for you?

a- you chose   b- was chosen for you

Figure.02

EFL Students' Choice of the Supervisor
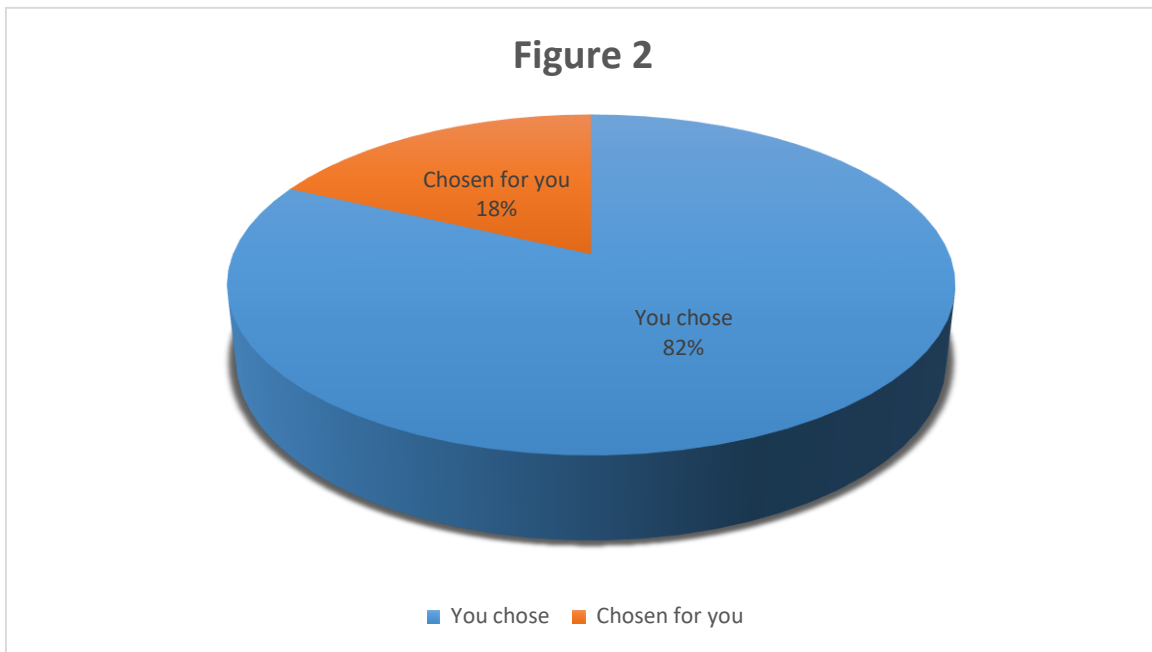
Figure number two checks students' decision on supervision while conducting their Master dissertation. The majority of the participants (82%) chose their supervisors, which implies that they are responsible for their choices and the administration did not impose any restrictions regarding the supervision phase in order to provide the students with a suitable and satisfying environment to conduct their researches. While (18%) of the respondents replied that the supervisors were chosen for them, which stresses that the administration attempted to help them because students who did not succeed at convincing a teacher to take them as supervisees may face stress and start feeling anxious about tardiness in their research process. Therefore, second year Master students are advised to decide and choose their supervisors in advance to prevent any obstacles.

Question 08: Your choice of the topic was based on

A- Interest.

B- Originality.

C- Richness of sources.

D- Other

Table 3.5

The Reasons behind EFL Students' Choice of the Topic

Options	Number	Percentage (%)
A	56	**76.7%**
B	14	**19.2%**
C	3	**4.1%**
Total	73	**100%**

Others		
1.4%	**Said that: their supervisors proposed the topic of their research.**	

Table three, indicates that the participants who chose their topic based on interest represented the highest percentage with (78.1%), which means the majority of second-year Master students are trying to investigate and solve problems extracted from or influenced by their daily environment or domains that interest them. Whereas (17.8%) of them chose their research topicbased on its originality and this implies that there are some students who are interested in investigating problems that have not been tackled before and they aspire to contribute to their field of study by new ideas and findings. While only (4.1%) of them chose the topic based on the availability of the sources related to their research topic. This implies that they are not interested in choosing a topic based on its originality, and are fearing facing the

obstacle of lacking sources. 1.4% of the participants emphasized that their supervisors suggested their research topic. This means the supervisors prevented their supervisees from falling in the dilemma of getting anxious because of the difficulties of choosing the right topic and saving them from tardiness in their research progress.

Question 09: The choice of the supervisor was based on:

A- Humanistic relationships.

B- Professional reasons.

C- Both

D- Other

Table 3.6

Reasons behind EFL Students' Choice of the Supervisor

Options	Number	Percentage (%)
A	6	8.2%
B	35	47.9%
C	29	39.7%
D	3	4.2%
Total	73	100%
Others		
4.2% Said that: They did not choose their supervisors, the administration helped them find one.		

According to the results shown in table six, almost half the participants (47.9%) chose their supervisors based on professional reasons, which means, a great number of students prefer skillful teachers and the ones who are professional and hard workers in order to successfully conduct their research and pass through satisfying supervision experience and reach a good research results. Then (39.7%) of the respondents answered that they chose their supervisors based on both humanistic and professional reasons which implies that not only the professional aspect i s important, also the student-teacher relationship has a great impact on both the researcher and the research process. Only (8.2%) chose their supervisors based on the humanistic side, which indicates that these students believe that all the teachers of the department are qualified to supervise them, so they chose someone they could communicate with comfortably. The left respondents which make up (4.2%) of the total number of the participants stated that their supervisors were chosen by the administration, either because they did not know who to choose so they left it to the administration or they did not start looking early, and by the time they decided to choose one, all teachers were taken. This instance can be a source of problems in supervision, because they may find themselves dealing with a strict unfriendly person.

Question 10: How much do you have contact with your supervisor (face to face/ online)?

A- Rarely   B- Sometimes   C- Often

Table 3.7

EFL Students' Contact with their Supervisors

Options	Number	Percentage (%)
Rarely	18	24.7%
Sometimes	44	60.3%
Often	11	15%
Total	73	100%

This question seeks to establish if the students have a frequent meeting and contact with their supervisors or not. The purpose behind the proposed question is to find out if the student-teacher contact may be a factor behind second-year EFL Master Students' anxiety. The majority of the participants (60.3%) stated that they meet their supervisors from time to time and this implies that both parts are in temperate contact and updated about their progression concerning the research process. While quarter of the participants (24.7%) which is a considerable number concerning the sample taken, emphasized that they rarely have contact with their supervisors, which indicates that one of the parties is not serious and responsible about this important situation. Nevertheless, in both sides the researcher and the research process will be affected. When the supervisor is the one who is not serious, the student will get lost in the process and as result stress will be raised and in the same time there will not be an accurate research product since the research was not well supervised. Whereas, (15%) from the respondents declared that they frequently meet their supervisors, in this case the quality of the research process will be more accurate and successful and the researcher will not face stress from the side of supervision.

Question 11: How do you describe your contact with your supervisor?

A- Fruitful	B- Satisfactory	C- Constructive
D- Disappointing	E- Unsatisfactory	F- Demotivating

Table 3.8

EFL Students' Perception of their Contact with Supervisors

Options	Number	Percentage (%)
A	13	17.8%
B	17	23.2%
C	24	32.9%
D	9	12.4%
E	6	8.3%
F	4	5.4%
A+B+C	54	73.9%
Total	73	100%

For the sake of knowing the nature of perceptions, students' have concerning the meetings they had with their supervisors this question was raised. This question inspects whether students aresatisfied with their supervisors' feedback and if they find their comments beneficial or not. This question helps in determining if teacher-student relation may be an obstacle that leads to students' stress. Most of the participants (32.9%) stated that their supervisors always provide them with constructive feedback. This indicates that a considerable number of teachers play the role of a guide for their students, stating well their mistakes and help the supervised to continue working in a correct way and this prevent the students to face anxiety.

(23.2%) of the respondents are satisfied about the discussions they had with their supervisors and (17.8%) stated that their contact with their teachers is fruitful. Since the majority of the students are satisfied by their contact with their supervisors and they find it constructive and fruitful we can say that poor supervision is not one of the main factors leading to EFL researches' anxiety. When we add up the three answers A+B+C, they make up (73,9%) of the students who reveal some positive impressions, this means three quarters of the population are satisfied with their teachers' supervision.

While (12.4%) of the students are disappointed with their teachers' supervision. (8.4%) are unsatisfied with their contact and (5.4%) find their meetings demotivating. In this regard, we can say that a quarter of the total participants face problems with their supervisors, therefore this situation leads to their stress and disturbance while conducting their research. The reasons behind some students' unsatisfaction and disappointment towards their supervisors owe to the late and the unconvincing and unconstructive feedback on their work, besides the strictness and the unfriendliness of their supervisors, which makes them unable to converse with them comfortably.

To sum up, the majority does not face problems with their supervisors but at the same time quarter of the participants do, a percentage that should not be neglected since it will produce negative effects on both students'psychological state and the final products.

Section Three: The Impact of Anxiety on the Researcher

Question 12: Is conducting research a stressful process?

a- Yes   b- No

Figure. 03

EFL Students' Attitudes towards Research Process
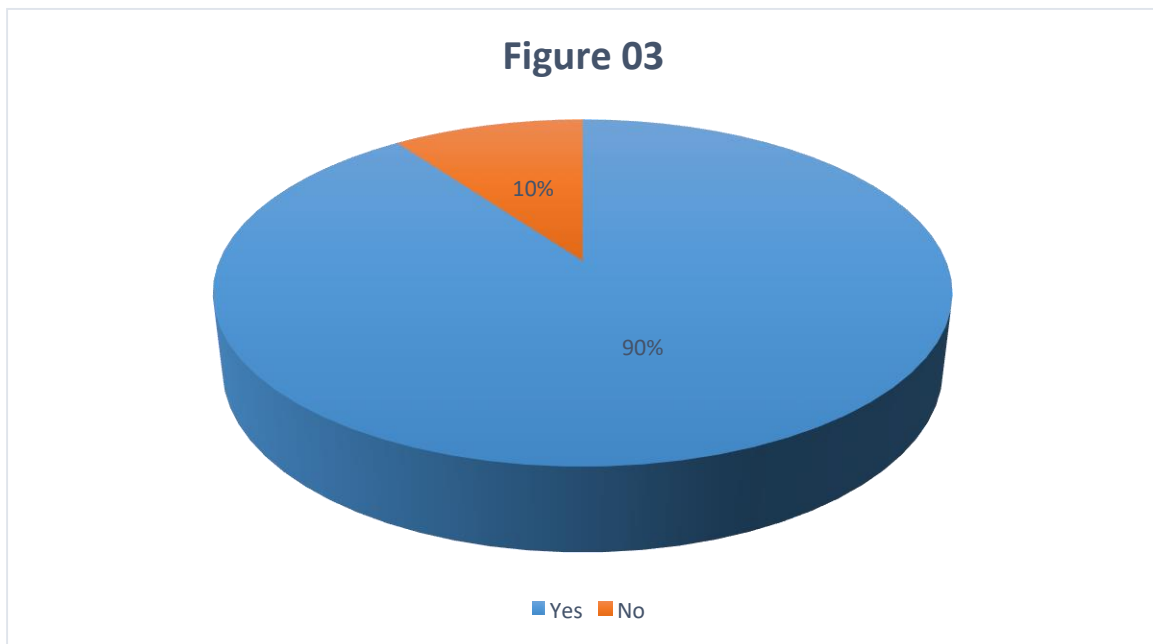
This question is asked to identify if academic research is a stressful situation.The majority of the respondents forming (90%) confirmed that academic research is an anxiety-triggering process, which implies that they really face issues at some level of the work. While the remaining category forming (10%) claimed that academic research is not a stressful situation, this indicates that they are stonehearted and mentally strong; they do not consider it as a threatening experience, rather something they can easily get over.

Question 13: To what extent anxiety affects you when conducting your research

1   2   3   4   5

Figure 04

The Extent Anxiety Affects EFL MA Students while Conducting their Research
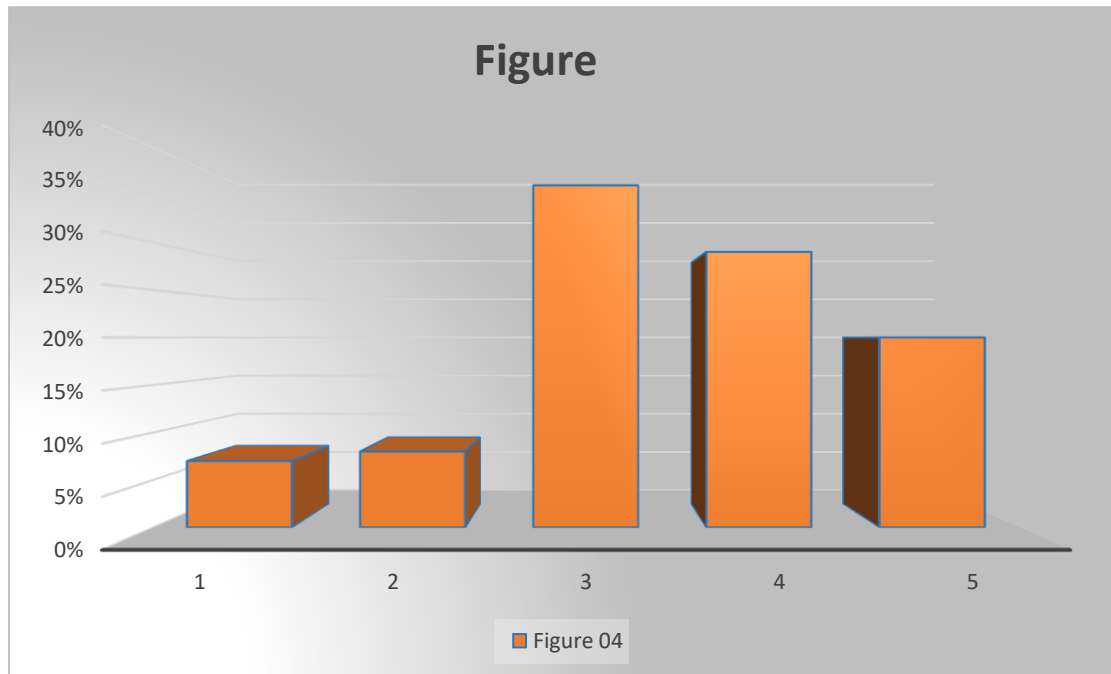
As shown in figure four, a good number of the participants selected level 3 to describe their anxiety (40%), followed by (30%) of the participants who opted for level 4. While (20%) of the respondents are highly affected by anxiety during their research process they picked level five (the extreme choice). Gathering these numbers will give us (80%) of the population who rank their anxiety in an alerting level. In this regard, one asks the questions: are these students receiving any psychological consultations? Is the supervisor the only person responsible on offering help and motivating/ encouraging/ believing in them? Is anyone concerned about the mental health of these students after this experience? (10%) of the contributors said that anxiety affects them in a moderate manner, so they experience a very natural feeling in an exceptional situation.

Question 14: Which stage of academic research you find stressful?

A- Theoretical part

B- Practical part

C- Both

Table 3.9

The Stage where EFL MA Students' Feel Anxious

Options	Number	Percentage (%)
Theoretical part	25	**34.2%**
Practical part	15	**20.5%**
Both	33	**45.2 %**
Total	**73**	**100%**

This question was delivered to find out if EFL students face anxiety while conducting their research process in a particular phase or it is a psychological state that goes along the whole process. The highest percentage goes with the third choice with (45.2%); near half the population feel anxious in both the theoretical and the practical part. Therefore, anxiety for a considerable number of students goes along the research preparation. Moreover, (34.2%) of the respondents emphasized that anxiety increases in the theoretical part. Writing the literature review is a complicated, demanding task that encompasses reading multiple sources, making sure those sources are reliable and new, taking relevant notes from those documents, organizing and applying the appropriate writing techniques on the selected notes, making sure that the research respects the norms of research methodology and taking

care of the writing style and language accuracy. All these requirements are anxiety provoking, so the statistics in table 9 are justifiable.

Finally, the rest of the participants forming (20.5%) stated that they suffered from anxiety in the practical part, which means some problems related to this section caused their anxiety. We may name some of these obstacles: complicated and bureaucratic barriers caused by the university's administration, refusal of some students and teachers to take part in questionnaires, interviews or experiments, lack of necessary materials, a mismatch between the sample and the research results, a lack of skills to analyze & interpret findings and lack of essential mathematical skills for organizing and calculating data. In this regard, suffering from anxiety at this stage is a reasonable feeling.

Question 15: Which of the following factors makes you anxious while conducting yourresearch:

A. Poor supervision

B. Poor research skills and methodology

C. Lack of time management skills

D. Lack of sources

E. Excess of sources

F. Fear of failure

G. Lack of self-confidence

H. Perfectionism

I. Problems with the research sample

J. Administrative time restrictions

K. Problem with choosing the topic.

L. Other: _____

Table 3.10

Reasons behind EFL Students' Anxiety during the Research Process

Options	Number	Percentage (%)
A	4	5.4%
B	10	13.7%
C	16	21.9%
D	13	17.8%
E	0	00%
F	12	16.4%
G	2	2.7%
H	2	2.7%
I	2	2.7%
J	12	16.4%
K	00	00%
L	00	00%
Total	73	100%

The proposed question sets different problems and obstacles that may face the EFL researchers andlead them to be anxious. The aim behind question 15 is to answer the second part of the research problem and determine the main factors that trigger EFL Master Researchers' anxiety while conducting their research. The results show that five main factors get the highest votes. Poor time management is considered as the most affecting factor (21.9%).

This implies that students face problems in managing their tasks in an organized manner.

(17.8%) of the respondents stated that lack of academic resources is the main factor leading to their anxiety.This either indicates that they cannot find the needed sources related to their topic in the university's library, or they have a poor internet connexion that enables them to download the needed sources. Furthermore, the originality of the research topic can limit the number of the research papers and documents related to it, or simply due to students' lack of skills and tactics used to search for information. The third main factor behind EFL students' anxiety while conducting their research is administrative time restriction asstated by (16.4%) of the participants. This means that students have many tasks to perform at once like accomplishing their training as teachers in some middle or secondary school, writing the training report, passing official examinations, preparing presentation in all the modules along the first semester of their academic year, the fact that leaves them overworked and truly overwhelmed. Administrative deadlines are a strong reason for students' anxiety, if they lack time management skills.

(15.1%) of the respondents emphasized that fear of failure is the reason behind their anxiety while conducting research. This implies that EFL Master Students face problems with self-confidence, since they cannot trust their abilities and capacities of conducting and completing their work, they may even doubt the validity and the value of the content of their research.

The fifth and last factor behind EFL Master researchers is the lack of research skills and methodology that is chosen by (13.7%) of the participants. This indicates that the

lack of practice (whether caused by their laziness or by teachers) prevented them from mastering these skills. A small number of students (5.4%) stated that they had a poor supervision experience, which implies that the relationship between the supervisor and the supervised is important and any problem related to this phase such as lack of contact and constructive feedback will lead to anxiety and discomfort.

Only (2.7%) of students declared that they get anxious because of perfectionism. Perfectionism is not a healthy trait; it prevents one from advancing in work. Another (2.7%) stated directly that they suffer from lack of self-confidence, which implies that some students do not trust their abilities in conducting research. The last statistic of (2.7%) represents the participants who stated that they had anxiety because of a problem with the sample, it is not always easy to convince people to endure some experiment or to answer questionnaires or interviews because the period of preparing the dissertation is a very busy phase for almost everybody in the university. No participant had anxiety because of over availability of academic sources since lack of sources is one of the main factors behind students' anxiety. No one selected that the students had problems with choosing the topic; students already replied in Question 8 declaring that in case they do not find a topic, their supervisors take that load from their shoulders and they suggest worthy subjects.

No respondent has stated any additional obstacle that they face during research conduct.

Question 16: What do you personally do to overcome anxiety?

This question is an attempt to find out EFL second-year MA students' strategies to reduce anxiety and boost their motivation. Answers show that a considerable number of students acutely do nothing when they get anxious, they stay helpless especially

that the university does not offer any psychological consultation and some supervisors display a strict unfriendly attitude. Other second-year EFL Master researchers provided a number of tactics they tend to practice in order to lessen their anxiety and continue their research. These techniques are summarized as follows:

❖ The majority emphasized that when they get anxious they tend to think about the outcomes; they think about the results that they want to achieve i.e. their goals. They develop a sense of positive expectations and try to push their abilities and enforce themselves to work more and avoid letting anxiety possess the situation.

❖ They try to organize the time left before the deadline approaches and make a schedule and plan and try to follow it effectively.

❖ They tend to bring self-confidence back by watching motivational videos, talking to the supervisor and to people who have been through the same experience for more encouragement.

❖ They mingle with positive people like family members to be motivated.

❖ They try to get back to work and write, because for them progress in writing makes the researcher feel much better and more motivated.

❖ They keep thinking that it is a temporary situation and many others are experiencing the same hardships.

❖ They keep reminding themselves of the hard times they went through in university because of pressure and how they overcame all that.

These tips seem like motivational and positive self-talk, which does not work for everyone. People are wired differently; what works for one may not work for another. The tips they suggested are subjective. Furthermore, they may only positively affect

the psychological state, but other factors that lead to EFL researchers' anxiety need a real physical action.

Question 17: If you have any suggestions or recommendations, please feel free to add them.

Additional answers served as feedback on how much the students enjoyed the questions in addition to some constructive criticism. The most significant answers are listed here:

-"I liked the fact that your research is about the anxiety of researchers and especially us as students.Thank you for this interesting topic. Lack of time management and fear of failure trigger anxiety during conducting the research process. It is the biggest problem I faced as a student. I loved your theme, wish you the very best of luck."

-"The topic is very interesting, yet not everyone can use stress as a source of motivation, it can bedisturbing and leads to psychological damage and academic failure."

-"I liked your topic a lot, it seems very interesting. I did really enjoy answering it. I wish you all the best."

-"I liked your topic, it is very interesting. Anxiety while conducting a research is a very stressfulsituation. It should be taken into consideration especially in the side of supervision, best of luck."

- "I like the way you investigated about us as EFL researchers. Thank you."

- "The time spent to answer your questionnaire was worth it."

- "Thank you for this interesting topic. I think every student has to take his anxiety as a source of motivation and it would be very helpful if you provide some

suggestions or some solutionsfor this problem."

-"Anxiety is a very serious problem among researchers. It must be investigated in order to improve the research process conditions for more development."

Depending on students' suggestions, it appears that they are aware that academic research is a process that any student at a certain level should go through for more personal and common good. However, they admit that learners should be aware of the negative effects of anxiety on both the researcher and the research process. In that light, they support the idea of exploring this subject. They encourage us to find out the main obstacles that lead to researcher's anxiety and try to solve them.

3.6. Summary of the Questionnaire Results

For students' general information, Section One reveals that the majority of EFL MA students have an advanced level of English, and they continued studying the Master degree in order to get a high academic qualification and to increase their opportunity to get a job in the future.

Section Two, which is about the process of conducting an academic research, indicates that second-year EFL MA students know what academic research exactly means based on their definitions, and they had experience conducting it through different forms especially writing essays, besides other forms such as: preparing PPT presentations, writing research papers and writing the proposal. But in terms of conducting their Master dissertation, EFL Master students, surprisingly, stated that they were motivated and ready at first to conduct it, then they got demotivated and stressed. Their answers show that they felt anxious while conducting their research even though the majority were responsible for choosing their supervisors. It is worth mentioning that they chose them based on both humanistic and professional reasons,

they plan regular meetings with their supervisors and they receive constructive and satisfactory feedback about their work. The majority chose their own topic of research. Therefore, supervisors and topics of research did not cause students' anxiety during the research process.

Section Three, which is about the impact of anxiety on researcher, shows that students consider academic research as highly stressful because anxiety affected them to an alerting degree. However, there is no particular phase or step during the process in which students get anxious; instead, it is a feeling that goes along the research process. Based on students' views, there are five main factors leading to their anxiety during conducting their research, namely: poor time management, lack of academic references and sources, worriedness about administrative time restrictions because of students' lack of time management skills, fear of failure and lack of research skills and methodology. Some students stand helpless against these problems, while others take breaks from time to time and keep thinking about the outcomes for more motivation to finish the work.

Section Two: Teachers' Interview

3.7. Description of Teachers' Interview

This interview is composed of fifteen questions, which attempts to serve the qualitative nature of this study. The answers aid providing a deep understanding of the problem under investigation, in addition asking teachers about their insights and perceptions helps ensuring the reliability and credibility of the data collected. All questions are open-ended and based on the theoretical part of the research, as it is the case of the students' questionnaire. The interview questions were studied, examined, and not chosen randomly. Moreover, it covers questions that exclusively relate to the

impact of anxiety on EFL researchers and the research process.

The interview was divided into three sections. The first section entitled "General Information"and it contains three questions. It is dedicated to collect background information about EFL teachers; how many years they have been teaching EFL students and asks about their degree to identify how much each EFL teacher had experience with academic research in his/her career. In addition to asking them to provide their description about their phase of academic research.

The second section targeted them as teachers and supervisors; it contains seven questions. It seeksto collect information about the psychological state of EFL Master Students under their supervision. They were asked to identify if their superviseesfeel anxious while conducting their research (Q4). Then, they were asked if they really feel anxious, how the teacher can describe their anxiety (Q5). After that, the teachers were required to name the possible reasons behind their supervisee's anxiety (Q6). Also, they were asked tostate in which part of the dissertation exactly they noticed their students' anxiety (Q7). Next, they were required to clarify how this psychological problem affects their supervisees' works (Q8). In addition to that, the interview continued asking about these teachers' reactions towards such situation (Q9). The last question from this section was about identifying different strategies supervisors can suggest based on their experience in order to overcome their students' anxiety (Q10).

The last section contains five questions and it aims at gathering information about the EFL teachers as researchers. The first question was about teachers' personal reasons for conducting academic research (Q11). Then, they were asked if they find conducting research a stressful situation (Q12). Also, they were required to state if they get anxious every time they conduct research(Q13). After that, try to specify in which stage exactly they start to feel anxious (Q14). The last question was about their

solutions to transfer the feeling of anxiety into a source of motivation while conducting academic research.

3.8. Administration of Teachers' Interview

The interviewers and the interviewees have agreed on an appropriate timing that suits both partsin order to make face-to-face interviews. **Pr. Toulgui** was interviewed in May 24th, 2021. Both **Dr. Bengrait** and **Mrs Mahtali** interviewed in June 16th, 2021. Followed by **Dr. Hamdi** in June 23rd, 2021. The last interview was conducted with **Mrs. Boudraa** in July 10th, 2021. Some interviews were recorded while other were written down as some teachers asked. The interviewees were aware that the information provided via this interview will be used for research purposes and all of them accorded their approval for that. Each face to face interview lasted for a short period of time ranging between ten to twenty minutes during which each teacher took his/her time to think about the questions and provided adequate response.

3.9. Analysis of Teachers' Interview

Section One: General Information

Question 01: What is your academic degree?

Before asking this question, the researchers intended to select one teacher from each academic degree in the English Department to have adequate responses about the topic under investigation as well as seeking to have the point of view of teachers from different levels of conducting research. The participants are ranked as follows: Professor Toulgui Ladi, The Associate Professor Hamdi Houda, Doctor Bengrait Nawel, The Assistant Teacher A Mahtali Ahlem and The Assistant Teacher B Boudraa Amina.

The higher the degree of the teacher, the more experienced they are with research.

Basing our choice on that we can have perspectives from different levels towards anxiety and academic research.

Question 02: How many years have you been teaching in the university?

Since section two in the interview is about supervision, this question delves into the participant's years of teaching in order to know how many years they had experience with supervision. The responses indicated that **Pr. Toulgui** is the one who have the longest career in teaching lasting for thirty (30) years. Then, followed by **Dr. Hamdi** who has been teaching for twenty (20) years. All the three remaining teachers**, Dr. Bengrait, Mrs. Mahtali** and **Mrs. Boudraa,** share the same amount of years of teaching experience lasting for thirteen (13) years.

It is noticed that their teaching career exceeds ten (10) years, which is a considerable duration to build enough experience with supervision and witness enough cases of anxiety among EFL MA students.

Question 03: How do you describe the phase of academic research?

The aim behind this question is providing a description of the phase of academic research from each teacher's eye. The results revealed that all the participants share the same description of the phase of academic research summarized as follows:

They define academic research as the password for anyone who wants to be part of theuniversity whether as a teacher or a student. This long and complex phase needs full dedication of time and energy and is an anxiety trigger. It is here where the researchers has to show their capacities and abilities as contributors to knowledge especially at the professional level. They must follow a particular methodology and adapt to a particular research tool, and at the same time, they must evaluate all the tools, all the data, all the results that they have in order to find the errors and try to overcome them and improve their methodology in research; so, it is an infinite

process. Academic research is the beating heart that should be well performed all the time. Technically speaking, the phase in question contains several sub-phases, academics have to move through all of them and learn how to join them together to create research harmony and eventually enjoy it.

Section Two: As Supervisors

Question 04: Do your supervisee(s) feel anxious during the preparation of their research?

Moving to a more context-related question, this one aims at knowing if EFL Master Researchers feel anxious during the preparation of their Master research. This question contributed in testing whether this psychological problem is felt among EFL Master Researchers or they are not exposed to it and they work without such a psychological pressure. All the interviewees confirmed that the majority of their supervisees, if not all of them, are suffering from that emotional state without exception. Many are even vulnerable when exposed to such a feeling whether their level was excellent, average or weak. They declared that based on previous experiences with their supervised students, their anxiety comes from different reasons among them: poor time management skills and facing deadlines with no remarkable progress in their research.

Question 05: If yes, how are you able to tell that your supervisees are anxious?

This question attempts to examine the signs that alert teachers about students who are anxious. Based on teachers' responses, different hints were provided including:

Receiving emails containing many questions, mainly about deadlines and raising discussions far from the content under investigation. At the beginning, students become very anxious because they struggle to find out the hypothesis, the way to organize themselves, and the way to start. After that, students get dazed with other

stuff and forget a little bit about the dissertation and anxiety. Once deadlines start approaching, anxiety comes back at a very high level. Once you are at the university, you become part of a population that is confronted with typically academic constraints from the first to the last year of studies. The anxiety factor will aggravate through the accumulation of other factors among which doing research is highly important. From this, it is concluded that students' anxiety reveals itself through different acts.

Question 06: Why do you think your students feel anxious?

This question is set to determine the reasons that lead to students' anxiety when conducting their academic research and in this case their Master Dissertation. Teachers' responses revealed that:

Students becomes more and more anxious about the difficulties they will face during that research period such as the tremendous lack of experience in the field. In addition to the inability to manage their time thinking that they have to balance between their dissertation and other tasks they have to do in different modules with the training report make it very hard to handle at a given point. This lack of time management leads them to fear the approaching deadlines and not to accept administrative time restrictions. **Teacher A** said, "One of my students was about to quit because of her anxiety while thinking that the remaining period is not enough."

Besides other extra pedagogical tasks that contribute to amplifying the negative thoughts of the researchers. Fearing failure and always envisioning the worst scenarios that may cause their failure in submitting a good work, since they bear heavy responsibilities for making their entourage: parents, relatives, and friends satisfied.

Their anxiety forcibly shapes their lack of self-confidence, nervousness and even

refrains taking care of themselves: feeding themselves less and less (food disorder), no relaxation, sleepless nights, more panic, etc. They are frequently far from considering their own self-satisfaction.

Lack of documentations and sources is one of the contexts and work conditions that triggers anxiety among researchers moreover, students' unfamiliarity with the appropriate steps of research methodology and their lack of research skills drive them to be anxious while conducting their research.

It is noticed that there is a match between the responses driven from teachers' interview and students' questionnaire on this question, which is one of the main focuses of this study. They both highlighted the same factors behind EFL researchers' anxiety, which are: lack of time management and approaching deadlines, lack of sources, fear of failure, and lack of research skills and methodology.

Question 07: In which part of the dissertation you noticed that students feel anxious?

This question seeks to establish whether EFL Master Researchers get anxious in a particular step of conducting research or, it is a psychological state that exists along the process. All the teachers agreed that there is no particular part of the dissertation where the student shows anxiety. It starts from the launching of the project until its end. Yet, this disorder is noticeable when time is running out with inefficient task management, or when there is no cooperation between the student and the supporting sides like the supervisor, the administration, individuals participating as a sample …etc. Generally, students start their project very late. **Teacher C** provided an example for such a case and said, *"In my supervision case, none of my three supervisees submitted a single word until now even though the deadline for submission is June 15th, 2021. Are our students really and comparatively anxious?*

Pondering this question is interesting".

There is a harmony between teachers' and students' responses on this question which is one of the main focuses of this study. They both claim that anxiety goes along the research process and has no specific stage to start in.

Question 08: How does anxiety affect their work?

In order to have an understanding of how anxiety affects EFL Master Researchers' work,teachers were asked to provide remarks on how they see their students' work while enduring anxiety. As deduced from teachers' responses anxiety obviously influences the quality and the validity of the students' work. Too much anxiety can block the researcher, so the tensity of anxiety plays a role on affecting the research process. Plagiarizing, using limited number of resources, and re-writing the same information are some results of negative anxiety on the research process.

Question 09: How do you react with anxious students?

The aim behind this question is to shed light on teachers' attitudes towards their supervisees'anxiety, and identify their reactions towards this psychological problem. All the participants shared the same perception and reaction towards their students' anxiety. They emphasized that they always encouraged second Master students to let things go smoothly and showed total support in the best way they could either by advising them or guiding them from the beginning. Letting them feel at ease and always have the choice to decide. Besides, attempting to convince the students thatthe research project they work on is theirs and no one can do better than themselves. It certainly minimizes the amount of anxiety because there are no particular solutions to get rid of it once and for all. It lives with and within researchers.

This indicates that teachers are not just supervisors and guides but also

psychological supporters that providing the needed backup for their supervisees to overcome their anxiety.

Question 10: According to your experience as a supervisor what are the strategies that you suggestto your students in order to reduce their anxiety?

The question is set to find the different possible beneficial ways and strategies teachers may advice their students to follow in order to reduce their anxiety. The respondents provided different strategies and solutions they used with their students to minimize their anxiety during the research process, which implies that each teacher has specific ways to help decreasing the tensity of anxiety among their supervisees. They included:

The best "strategy" is to convince the student that anxiety is natural and everybody without exception is exposed to this phenomenon whatever the circumstances, time, period, place, and age. No one is immune from it. The supervisors play a vital role in this issue; they should care by being friendly and ready to stand by their students through guidance and advice. They should be an inseparable/completing part of their research work. This is their real intellectual contribution. **Teacher C** commented, **"***Why not then help our students enjoy their research instead of terrifying them?***"**

Time and work management are the most important strategies any researcher should consider. Besides the organization, that goes hand in hand with time management, which is overlooked by the majority, even though respecting it helps the researchers work at ease and lessens their anxiety. Effective work plans must be made at first to shape a clear vision about the subject under investigation. In addition, using checklists for more organization to prevent research pressures and respect

deadlines. **Teacher A** added, *"Students should be aware about task management since it is time and energy consuming."*

Another strategy suggested is to break the research into blocks by starting to write small paragraphs in the theoretical part to have a general idea about the work. Then, moving directly to the practical part or analysis in order to get deeper into the subject under investigation to prevent any obstacles that may lead to their anxiety.

At the end, all of them advised their students to take a brief break from time to time to refresh their minds.

It is observed that the strategies used by the EFL MA researchers are mostly about motivational and positive self-talk, whereas, the strategies recommended by the teachers are both psychological and practical. This implies that the students believe that they should work on their psyche to overcome their anxiety, but teachers believed that EFL researchers must focus on both areas.

Section Three: As Researchers

Question 11: Do you find research conduct stressful?

The answer of this question targeted directly the problem under investigation. The aim behind this question is to inspect whether the process of conducting research is stressful for advanced researchers.

All the respondents confirmed that conducting research is always stressful. However, the degree of stress depends on the type of the research being conducted. Its degree is related to the amount of time spent on doing the research, in addition to the nature of the field. In our case, stress is one of the characteristics that influence EFL researchers as they are compelled to use a foreign language as a means of thinking, writing, and analyzing. The linguistic difficulties certainly create a stressful

environment. **Teacher A** declared that anxiety has a great impact on EFL researchers to the extent that one of her excellent candidates was about to abandon her Master research because of anxiety.

It is remarked that both teachers and students share the same view that academic research is a stressful process.

Question 12: Would you please describe your personal reasons for conducting research?

Teachers were asked to identify their personal reasons for conducting research despite all the hardships and the psychological state it stimulates. All the interviewees shared the same reasons, which are:

Research is a necessity and conducting research is the reason why universities exist in the first place. The academic's expertise is developed based on previous pieces of research. Now it is current teachers' turn to do the same.

Being interested and curious about the field of study always pushes and motivates the EFL researcher to conduct researches and publish it for the personal and the common good as well as enriching their field of study regardless of the circumstances.

Question 13: Do you feel anxious every time you conduct research?

The previous answers confirm that conducting research has always been stressful. The aim behind this question is to help answering one of the research questions, which is to see whether anxiety always takes part in their research process or experience saves from this burden.

All of them declared that anxiety affects the researchers depending on their conditions and circumstances during the research conduct. They believe that

experience has nothing to do with research anxiety; rather it is mostly because of poor time management and organization.

Question 14: Which stage of research triggers your anxiety?

This question was asked to the participants in order to recognize in which stage exactly the EFL researchers start to get anxious. The respondents' answers varied:

The theoretical part; lack of sources, as well as the hypothesis since they require originality and relevance…etc. The practical part when struggling to find representative sample or the sample does not match the results intended to reach.

From these answers, it is concluded that researchers feel anxious in different research stages depending on the struggles they face which trigger their anxiety. This means there is no particular stage in which anxiety suddenly shows itself.

Question 15: What do you do to overcome your anxiety as a researcher?

The respondents were asked to describe what they usually do to reduce anxiety while conducting their research. This question aims at finding possible strategies that could turn stress into a boosting motivation. The interviewees provided many solutions to avoid research anxiety; they are summarized as follows:

❖ Take a small break to refresh the mind by practicing some preferable activities and try to overcome stress by thinking positively and from different angles. When motivation comes back, the EFL researcher needs to continue the work starting with difficult issues then moving to easier ones.

❖ Order things and draw a precise work plan to follow; dedicate a considerable time for each task and avoid procrastinating as much as possible.

❖ Choose to work in a calm place to avoid disturbance and time wasting.

❖ Think of research as an opportunity to build knowledge; it is a beneficial process rather than an obligation.

❖ Try to keep in mind how satisfying it will be when the research is finished and the results are achieved.

❖ Use spare time to read about the topic of investigation to enrich your knowledge about it while taking notes and collecting sources.

❖ Make sure to decide the research sample and tools at the very first stage of research.

It is viewed that the strategies experienced EFL researchers use to overcome anxiety are both practical and psychological.

3.10. Summary of Findings from Teachers' Interview

From the general information of teachers, we noticed that all of them have enough years of experience with academic research and supervision.

They have witnessed enough cases suffering from anxiety during research. According to their replies and perceptions, all participants showed an understanding that anxiety is a psychological problem that affects both EFL researchers and the research and they agreed that academic research is a long and complex process, which is stress triggering for the majority, if not all, EFL researchers. Their anxiety reveals itself through different acts.

In addition, they confirmed that there is no particular stage where researchers feel anxious, since there are many circumstances and affecting factors that may trigger their anxiety. They stated that poor time management, lack of sources, lack of research skills and methodology and fear of failure are some of the common obstacles EFL MA Researchers face while conducting their research.

Teachers assume that anxiety affects the psychological state of EFL researchers and develops some problems such as: researcher block, abandoning the work, lack of relaxation, nervousness and frequently being far from considering their own well-being. Furthermore, this anxiety may affect the quality of students' researches; they may commit plagiarism just to finish on time, they may risk producing invalid and inaccurate research projects and they may write in a poor style and repeat the same information over and over.

From Section Two, it is concluded that teachers are not only supervisors and guides but psychological supporters as well who provide the need back up for their supervisees to overcome their anxiety by providing both psychological and practical solutions.

From the analysis of Section Three, it is found that all EFL researchers are exposed to some degree of anxiety so there is no inverse relationship between experience and anxiety in research conduct, but what mostly cause anxiety is poor time management and organization.

Conclusion

This chapter is concerned with discussing data collected through two instruments, namely EFL students' questionnaire and EFL teachers' interview, in order to deduce the impact of anxiety on EFL researchers and their research process. When EFL researchers conduct an academic research, they are highly exposed to this psychological feeling due to many factors. The most affecting ones according to the analysis driven from both student's questionnaire and teachers' interview are: poor time management, lack of academic sources, administrative time restrictions,fear of failure and lack of research skills and methodology. In view of the obtained findings,

it seems that EFL researchers are negatively affected by anxiety and its impact transcends them and touches their research projects as well. Moreover, anxiety does not appear at one stage of the research but it goes along the process. Finally, it is worth mentioning that anxiety has nothing to do with experience in academic research, even experienced researchers feel anxious while doing research.

General Conclusion

The aim of the present study is to figure out the impact of anxiety on EFL researchers while conducting an academic research. This work relied on a questionnaire administrated to second-year EFL students and an interview administrated to EFL teachers from the department of Letters and English Language at the University of Guelma. They were the suitable tools for collecting their views and opinions about anxiety in relation to academic research.

Eventually, anxiety hinders EFL researchers from conducting their research in a comfortable manner and this makes their work lack organization. Its tensity differs from one researcher to another which means the higher the tension, the more the EFL researchers' psychosocial state and the research work are being damaged. Academic research provides a way for researchers to gain exposure and experience in their chosen field of study and offers a way for their research advisors to encourage them to seek more knowledge. Researchers bring fresh views and new perspectives to their research area and their insights can be hugely beneficial to improve their field of study.

From the obtained results, it was confirmed that this psychological problem highly affects them along the process of conducting research, besides proving the nonexistence of an inverse relationship between anxiety and experience with academic research. Moreover, it was deduced that academic researchers face many obstacles that lead them to be anxious, the most affecting factors are: poor time management, lack of access to valuable academic sources, administrative deadlines,

fear of failure and lastly, lack of research skills and methodology. This study helped in figuring out some personal tricks and professional solutions to the main factors that cause anxiety. These tricks and solutions help them in avoiding many problems in their research, especially improving self-satisfaction that aid in increasing productivity.

Data that was gathered from EFL teachers' interview and students' questionnaire confirm the research hypothesis. This later claimed that EFL researchers are negatively affected by anxiety during conducting their research process and it has a negative effect on both their psychological state and the quality of their research.

Moreover, all the research questions this study aimed to answer have successfully been answered based on the results driven from the analysis of students' questionnaire and teachers' interview.

Pedagogical Implications and Recommendations

Time Management

❖ EFL researchers should plan well for their day according to their most productive times. Whether being a morning person or a night owl, they should schedule tasks that require more concentration early in the day or late at night. Create to do list in accordance to their plan.

❖ EFL researchers could use their spare time effectively by reading more about the topic of research.

❖ EFL researchers may use digital software applications to help them organize and keep control of all their tasks.

❖ EFL researchers must practice self- discipline because its lack is a serious impediment; they should stick to a plan in order to reach the needed results, as well as avoid being a victim of procrastination since it is the biggest enemy of good time management. Researchers can include tasks related to their research work in the same day they have personal plans.

❖ EFL researchers should: assign time for a break, set aside time for relaxation and downtime, get adequate rest and regular physical activity to refresh their minds. They become less productive when they work for long hours without pauses. This leads to an increase in stress and exhaustion andthis not only slows them down, but causes work errors and bad health. Any of these consequences may cost them even extra time and decrease their productivity in the long run.

❖ EFL Researchers should set realistic and attainable goals by developing intermediate and immediate activities to achieve within term goal. They should: link goals with a defined process, identify measurable and attainable objectives within a structured time limit, determine what is under their direct control as they will have the most ability to complete these goals, periodically review goals for achievement/lack of achievement and define factors that facilitate or act as barriers to achievement.

❖ EFL researchers should prioritize tasks, and arrange their objectives in order of priority starting by the ones that need more focus and time.

❖ EFL researchers should reward themselves when completing large parts of project instead of waiting until the entire work is finished in order to be motivated and exited to finish the rest.

❖   Researchers should create a physical environment dedicated only for work; this will help prevent any distractions or external interruption. Besides, they must avoid multitasking as this leads to unnecessary distractions and does not increase productivity, instead they should dedicate all their focus to the part of research at hand.

Access to More Resources

❖   Students are unaware that university spends huge amounts of money on having conventions with worldly known electronic libraries and journal. It facilitated creating an SNDL account to Master and Doctoral researchers to get access to millions of valuable documents in all the domains.

❖   Students are unaware that their university's email, which is used to unlock many reliable online sources, is available in the official webpage of the university under the service of the EFL researchers.

❖   EFL researchers can make a list of research terms they can use when searching in the library or even online. They should start by their core list, then add other keywords and phrases they notice as they make research.

❖   EFL researchers can benefit from many library search engines and databases that have the option to publish only peer-reviewed or scholarly sources since they are the most valid sources one can use to prepare a reliable research product.

❖   EFL researchers may review the works cited or bibliography section of sources that have alreadybeen helpful to find more useful resources related to their topic of research.

❖   EFL researchers should begin by gathering background information on their topic to have a large insight about it and Wikipedia is the best place for that therefore,

it will help them identify keywords related to the topic, which in turn helps them using such words in researching for sources. In addition, they should consider whether the searching terms are too broad or too narrow because it affects theprocess of finding related sources.

❖ EFL researchers can go to online libraries and document repositories such as JSTOR that allowusers to access scholarly papers and journal articles or Google Books to find vetted documents.

❖ EFL researchers must be familiar with different searching tricks in order to find more sources related to research topic. They may rely on using an asterisk (*) at the end of a word to search for everything that begins with that group of letters in most databases. They can also try to use a question mark (?) within a word to include multiple spellings. Moreover, they can focus their search by using Boolean operators; AND, OR, AND NOT. They may consider using synonyms for words. In addition to using (.gov, .edu, or .doc) to reach more authoritative sources.

❖ Researchers should broaden their search. If they do not find an article related to their topic, they should not assume it has not been written. They might just be using the wrong terms or might be searching too specifically to find it. They are requested to try broader terms.

Avoiding Fear of Failure

❖ EFL researchers must redefine failure, shift their mindset, and redefine what constitutes failure and success. In this way, they will be able to absorb the results of the previous experiences more gracefully with less angst than they had expected.

❖ EFL researchers must know that there will never be enough hours in the day to do their best on everyproject they planned for. They should treat themselves kindly when

they experience failure in one planned task or another. It is important to practice self-compassion when they make mistakes.

❖   EFL researchers must perceive their anxiety as a challenge not as a factor leading them to fail.If they think of stress as a threat, as most researchers do, their body will prepare for battle. On theother hand, if they choose to view stress as a challenge, then they are more likely to think they arecapable of handling it.

❖   Researchers can overcome their fear of failure, which makes them feel anxious, by building a challenge mindset, they just need from time to time to take a moment to remind themselves about an already faced challenge that they succeeded to overcome, and then believe that every situation is temporary and no need for too much stress or disturbance.

❖   Researchers should visualize success by imagining themselves doing well, EFL researchers will feel more positive, which can enhance their performance. On the other hand, if they ruminate about what could go wrong,their fear of failure builds, and the failure they fear becomes more likely to occur.

❖   Practicing motivational and positive self- talk, supporting the self, being kind and caring are very useful strategies to reduce EFL researchers' stress and prevent them from thinking about failure. Also, boosting their self- confidence, overcoming self-doubt, fostering self-compassion and taking on new challenges.

Controlling Research Skills and Methodology

Researchers have to build a base for research before considering doing one. They need to readmore about the art of research and the different tips that could help in successfully executing it:

❖   Research is a large task, so to know from where to start is overwhelming; there is nothing wrong with a basic search on the internet to start with. While not always precise, online resources like Google and Wikipedia are a wonderful method to focus on a topic, since they generally provide an overview with a short history and some of the main points about the topic.

❖   Not all sources are reliable or reputable; therefore, it is important to distinguish the good sources from the ones that are not so good. One needs to utilize some analytical abilities and critical thinking to select a trustworthy source and ask oneself these questions: Is this source consistent with other sources I have found? Is the writer a field expert? Does the perspective of the author have a dispute of interest on this subject?

❖   The internet is a large space and that makes it accessible for everyone to say what they want online-many websites do not assess their contents for factual accuracy. Therefore, there are lots of untrustworthy resources, and many are absolutely wrong. The easiest approach to fight this is to ensure that what one uncovers in a research should be verified in multiple distinct sources. At least two additional places mentioning something close to it, rather than depending solely on one webpage.

❖   Successful research is all about finding the answers to the research questions—not as a way to check what one already thinks s/he has knowledge about. Only looking for confirmation is a biased research strategy, since it includes choosing and picking which information to collect and prevents the researcher from gaining an accurate and a complete understanding of the topic. When one conducts research, s/he must make sure to stay open-minded to learn as much as possible.

❖   During the process of data collection, researchers are exposed to a vast quantity of materials, from websitesto PDFs to videos. It is important that they arrange all of that information not to lose anything or to forget to cite something appropriately. There are many methods to keep the research project organized, among which we mention: Index cards, bookmarks on the internet browser, and an annotated bibliography, which the researcher keeps updated throughout the process.

❖   To raise the opportunity for EFL students to grasp research methodology in an appropriate way, teachers especially of Research Methodology should dedicate more time to practice instead of than dealing only with theory.

❖   Studying five years of research methodology in university means equipping EFL students with the necessary research methodology skills in order to be well prepared for their dissertations. So students must not neglect its importance and practice more the learned information without avoiding the given exercises and assignments that help in practicing necessary talents.

General Implications

❖   The University must pay attention to the issue of anxiety among its researchers. Providing psychological consultation to manage researchers' mental and psychological issues due to research conduct is a very necessary requirement.

❖   Teachers are not just supervisors and guides; rather they are somehow psychologists as well. They tend to play a vital role through providing their supervisees with the needed psychological support to overcome their anxiety during conducting their research, which is not always an easy job, as teachers are expected to be professional and serious to make sure students are performing their duties appropriately. Therefore, the humanistic relationship between teachers and students

is a very important and beneficial way to reduce anxiety among EFL researchers.

Limitations of the Study

As the case of many researches, a number of obstacles faced the researchers while making this research and prevented its adequate realization. Some of those obstacles are as follows:

❖   Students' and teachers' unwillingness to take part in the research, some gave convincing excuseswhile others refrained from explaining their refusal, the fact that make the researchers face time restrictions.

❖   Not being able to physically administer the questionnaire to second-year Master Students and making sure they provide serious and relevant information because they attended only one semester.This might affect the transparency and credibility of the research.

❖   Another limiting aspect is not being able to meet up with the supervisor as well as the research partner due to COVID- 19, which made communication hard and the research process even harder.

❖   Lack of online sources and the inability to reach some reliable documentations related to the topic under investigation.

❖   The main obstacle that the researchers of this study have faced is the state of anxiety and depression that one of the partners went through, which blocked the research process.

Being overwhelmed with university assignments, the professional training and the training report…etc. affected the mental health of the researcher. This mental state

lasted for over a month with constant attempts to overcome it.

Suggestions for Further Researches

The current research tried to investigate the impact of anxiety on the EFL researcher and the research process. It is noteworthy to declare that very few researches tackled this subject. Therefore, the following few suggestions might pave the way to do so:

❖ The findings showed to a lesser or higher degree some level of unconstructive feedback from supervisors towards MA students' academic research. It is highly recommended that future researchers investigate this latter in relation to anxiety among EFL MA students.

❖ Since it is highly confirmed by both students and teachers that time management is the most affecting factor that leads to EFL researchers' anxiety, it is strongly recommended to investigate deeply the relation between anxiety and time management.

❖ In order to be able to generalize the impact of anxiety on EFL researchers while conducting an academic research, one might take into account a larger sample of the population, which might beat the national level for a more accurate conclusion.

❖ Future researchers may get deeper into the field of academic research and investigate different aspects like the role gender of the researcher plays in suffering from academic research anxiety.

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Appendices

Appendix A

Students' Questionnaire

Dear student,

You are kindly requested to answer the present questionnaire, which helps in gathering information that will support us in investigating the impact of anxiety on EFL researchers and on the research process. The questionnaire is kept strictly anonymous & confidential. Please tick (x) the corresponding answer(s) or make a full statement whenever necessary.

Thank you in advance for your cooperation.

Mrs. Nada SEHILI and Ms. Sarra BOUMAZA

Department of Letters & English Language

University of 08 May 1945 – Guelma

Section One: General Information

1. How could you describe your level in English?

a- Beginner   b- Intermediate   c- Advanced

2. You chose to continue the master degree:

A- Because you are interested in academic research.

B- To get a higher academic qualification.

C- To increase your chances to get a job in the future.

D- Because it is the portal for the doctoral degree.

E- Because you do not have other occupations or chances.

Section Two: Academic Research

3. What does "academic research" mean for you?

....

4. How would you describe your readiness for conducting an academic research?

....

5. Before the dissertation, did you have any experience with academic research?

a- Yes   b- No

6. If yes, which of the following academic researches you experienced before your

dissertation? (You can choose more than one answer).

A- Writing assays.

B- Preparing PPT presentations.C preparing lessons.

D- Research papers.

E- The Research Proposal.

7. About your master dissertation, did you choose your supervisor or s/he was chosen for

you?

a- You chose   b- Was chosen for you

8. Your choice of the topic was based on:

A- Interest.

B- Originality.

C- Richness of sources.

D- Other………………

9. The choice of the supervisor was based on:

A- Humanistic relationships.

B- Professional reasons.

C- Both

D- Other………………..

10. How much do you have contact with your supervisor (face-to-face/ online)?

a- Rarely   b- Sometimes   c- Often

11. How do you describe your contact with your supervisor?

A- Fruitful   B- Satisfactory   C- Constructive

D- Disappointing   E- Unsatisfactory   F- Demotivating

Section Three: The Impact of Anxiety on Research

12. Is conducting research a stressful process?

a- Yes   b- No

13. To what extent anxiety affects you when conducting your research

1   2   3   4   5

14. Which stage of academic research you find stressful?

A- Theoretical part

B- Practical part

C- Both

15. Which of the following factors makes you anxious while conducting your research:

A. Poor supervision

B. Poor research skills and methodology

C. Lack of time management skills

D. Lack of sources

E. Excess of sources

 F. Fear of failure

G. Lack of self-confidence

H. Perfectionism

I. Problems with the research sample

J. Administrative time restrictions

K. Problem with choosing the topic

L. Other: _____

16. What do you personally do to overcome anxiety?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………….

17. If you have any suggestions or recommendations, please feel free to add them.

………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your time and cooperation.

Appendix B

Teachers' Interview

Dear teacher,

Our research is an investigation of the impact of anxiety on the EFL researcher and the researchprocess. This interview will be of great importance to our research, as it will provide us with insightful answers about the topic in question. You are kindly invited to take part in this interview, which will be recorded and cited with your consent.

Mrs. Nada SEHILI & Ms. Sarra BOUMAZA

Department of Letters & English Language

University of 08 May 1945 – Guelma

Section One: General Information

Question 01: What is your academic degree?

Question 02: How many years have you been teaching in the university?

Question 03: How do you describe the phase of academic research?

Section Two: As Supervisors

Question 04: Do your supervisee(s) feel anxious during the preparation of their research?

Question 05: If yes, how are you able to tell that your supervisees are anxious?

Question 06: Why do you think your students feel anxious?

Question 07: In which part of the dissertation you noticed that students feel anxious?

Question 08: How does anxiety affect their work?

Question 09: How do you react with anxious students?

Question 10: According to your experience as a supervisor, what are the strategies that you suggest to your students in order to overcome/reduce their anxiety?

Section Three: As Researchers

Question 11: Do you find research conduct stressful?

Question 12: Would you please describe your personal reasons for conducting research?

Question 13: Do you feel anxious every time you conduct research?

Question 14: Which stage of research triggers your anxiety?

Question 15: What do you do to overcome your anxiety as a researcher?

Thank you for your time and cooperation, it is highly appreciated.

Appendix C

Teachers' Interview Transcription

Section One: General Information

 Question 1: What is your degree?

TEACHER C: Professor (PhD in American civilization)

TEACHER A: Associate Professor

TEACHER E: Doctor

TEACHER B Assistant Teacher A

TEACHER D: Assistant Teacher B

Question 2: How many years have you been teaching in the university?

TEACHER C: 30 years

TEACHER A: 20 years

TEACHER E: 13 years

TEACHER B: 13 years

TEACHER D: 13 years

Question 3: How do you describe the phase of academic research?

TEACHER C: This phase is the password for anyone who wants to be part of the university whether as a teacher or student. Although this complex phase is an anxiety/stress trigger, it is here where you have to show your capacities and abilities as a contributor to knowledge especially at the professional level. Academic research is the beating heart that should perform well all the time. Technically speaking, the phase in question contains several sub-phases. We, academics, have to move through all of them and learn how to join them together

to create research harmony and eventually enjoy it.

TEACHER A: It is a long and complex process but worth it since it helps in solving problems, we as human beings suffer from.

TEACHER E: It is not an easy process; it requires preparation and have a look at previous studies. Sometimes academic research is going to contribute to the body of literature so that is why we conduct research. Sometimes we face problem so we need to find a solution to this problem. So it is not an easy thing to do. You must plan it, you must follow particular methodology, you must adapt to a particular research tool, and in the same time, you must evaluate all the tools all the data, the results that you have in order to find the errors, and you try to overcome them and improve your methodology in research. So there is nothing finite, you can make mistakes in research, you can come up with some data that are reverent to a particular sample, but if you change the sample, the data may vary. That is why research is difficult. Academic research usually is related to research studies conducted at educational institutions, the findings as supposed to be applied in those educational institutions... etc.

TEACHER B: Long process, difficult one that needs full dedication of both time and energy.

TEACHER D: Long and somehow boring process for many second year MA researchers, but for my through time it becomes interesting and exciting process.

Section Two: As Supervisor

Question 4: Do your supervisee(s) feel anxious during the preparation of their research?

TEACHER C: It is a big "YES". We all suffer from anxiety, a naturally psychological phenomenon, whatever your experience. Many are even vulnerable to it. It goes without saying for the supervised student(s) who work on their dissertation/thesis.

TEACHER A: Yes, definitely yes, they do suffer from anxiety while preparing their dissertation.

TEACHER E: Yes, they do feel anxious.

TEACHER B: Of course and always.

TEACHER D: Yes, they always feel anxious during the process of conducting their research.

Question 5: If yes, how are you able to tell that your supervisees are anxious?

TEACHER C: Once you are at the university, you become part of a population that is confronted with typically academic constraints from the first to the last year of studies. The anxiety/stress factor will aggravate through the accumulation of other factors among which doing research is highly important.

TEACHER A: It depends on the period, at the beginning they are really anxious because they are struggling to find out the hypothesis, how to organise themselves… etc. Then usually they get overwhelmed with other stuff and forget a little bit about the dissertation and anxiety in this point comes back very high once the deadline starts approaching.

TEACHER E: In terms of numbers, I think 90% of the students they have anxiety that either make them down or pushes them to work hard to be scared of failure, so they start working early and harder. I know that they are anxious through their emails. They tell me that they could not find documents, or when I ask them to re write a passage for instance they write it immediately. They email it back like in less than 24hours so they check my emails email every day, so I know that they are really anxious and they want to do this job, if they do not care they do not do the work as they were asked, they will take some time to do it.

TEACHER B: Through their emails and instant discussions, I conclude that they think far from the content they focus on the deadline and following the rumours.

TEACHER D: Usually the degree of anxiety among weak students is higher than excellent students, and the reasons are different, of course. Lacking research skills and methodology leads weak students to be anxious while the excellent students tend to be victims of perfectionism, which boosts their anxiety.

Question 6: Why do you think your students feel anxious?

TEACHER C: The student becomes more and more anxious about how the difficulties s/he will face during that research period such as the tremendous lack of experience in the field, the relation with the supervisor, time management besides other extra pedagogical tasks that contribute to amplifying the negative thought of the researcher. S/he always imagines the worst situation that may cause his/her failure in submitting a good work. That research period particularly poisons the life of excellent students because they feel that they bear heavy responsibility for making their entourage – parents, relatives, and friends – satisfied. They rather become priority. Their anxiety forcibly shapes their lack of self-confidence, nervousness and even refraining from taking care of themselves: feeding themselves less and less (food disorder), no relaxation, sleepless nights, more panic, etc. They frequently are far from considering their own self-satisfaction. Finally, the above descriptive elements are not exhaustive.

TEACHER A: Anxiety is part of research, is not only about students. I think anyone who makes research feels this at one point or another. But, obviously it depends also on the person. The more the person is more or less ambitious the more the anxiety comes. The context also the work conditions like; the unavailability of enough documentations, the inability to have frequent contact with the supervisor … etc. They also get anxious at given point then they realise that it is very hard to balance between the dissertation at hand and all the other tasks they are asked to do because of different modules and with the training so a

lot of things to do at the same time. This lack of time management and task management becomes very hard to handle at a given part.

TEACHER E: Most of the time they are scared of failure. I create part of that anxiety. Because I am a kind of work with deadlines, so I always ask them to submit the work at a particular date and if they do not do, there will be consequences so they will get anxious. However, this anxiety is in their favor it is not a negative one it is a positive one. But no like in that scary way, Since the beginning I tell them that this is my strategy in supervision and they have the choice to work with me or change to other supervisor. Most of the time they agree and understand that these are the terms for my supervision.

TEACHER B: Because they do not know, the appropriate steps and they face problems with research methodology. They fear plagiarism and always fail victim of it.

TEACHER D: lack of time management, lack of sources, poor language and research skills are the most frequent challenges affects my supervisees over the years.

Question 7: Which part of the dissertation you noticed that students feel anxious?

TEACHER C: In fact, there is no particular part of the dissertation where the student shows anxiety. It starts from the launching of the project until its end. Yet, this disorder is noticeable when time is running out or cooperation does not exist between the student and the concerned sides (the supervisor/the administration) because generally our students start their project very late. Here is a good example, in my supervision case; none of my three supervisees has submitted a single word until now even though the deadline submission is 15 June 2021. Are our students really and comparatively anxious? Pondering this question is interesting.

TEACHER A: It depends on the students; there is no exact part where students get anxious. It may be in any part and at any stage of conducting research. Like the approaching deadline with lack of time management, leads students to be anxious.

TEACHER E: Usually at the last parts like data analysis like in general conclusion in summaries in recommendations. I feel like the students are repeating the same information repeatedly.

TEACHER B: Usually my supervisees starts to get anxious in the theoretical part.

TEACHER D: Students' state of anxiety starts from the very first steps of conducting research including choosing the research topic and the research proposal

Question 8: How does anxiety affect their work?

TEACHER C: It obviously influences the quality of their work. Some of them rush to pack the project in any manner and submit it – just to get rid of it.

TEACHER A: I think that some anxiety can be good and boosts students to work more to avoid failure. Too much anxiety is defiantly not good because it can block the person. I remember once I have a very good students she was about to give up because she was thinking that she cannot make it and the remaining period is insufficient. So, the tensity of anxiety plays a very important rule in affecting the research process.

TEACHER E: they keep rewriting the same information repeatedly just to finish their work before the deadline approaches.

TEACHER B: usually when they get anxious because of lack of time management and the deadline is approaching they tend to take the information as it is or pay less attention to plagiarism, just focusing on finishing the work; this will lead them to fail victims to plagiarism. Also, because of their anxiety due to administrative time restrictions, students do not depend on enough resources, which affects the validity of their research. While, there is other students how abandon their work just because of their anxiety and their inability to control it.

TEACHER D: because of their anxiety their focus will be shifted as a result this will reduce

the accuracy of the dissertation.

Question 9: How do you react with anxious students?

TEACHER C: I have always encouraged my students to let things go smoothly and show total support in the best way. I could either by advising them or guiding them from the beginning. I have always convinced them that the research project they work on is theirs and no one can do better than themselves. It certainly minimizes the amount of anxiety because there are no particular solutions to get rid of it once and for all. It lives with and within us.

TEACHER A: the strategy may be different it depends on the student. The problem in handling this problem is students refuse to take any part of responsibility in their situation. For example, they start to be rude and expect the teacher to be there all the time and start to react out of the formal and excepted contexts. Anxiety leads them to act in non-sense. I try to bring back some confidence and calming them down and say it a matter of organization and you can do that. Just relax and organize your time depending on the deadlines. In addition, I try to be strict and impose very clear rules from the beginning of the year and not to except me to be there all the time when you are late because I have other responsibilities.

TEACHER E: When I feel that their anxiety extends the limits I try to make them feel at ease, that they always have the choice to decide, that we have other opportunities to handle that problem, so they do not need to be stressed out. Sometimes I ask them to take a day of, than go back to work again. I do not email them to much just when the deadline is approaching, I remind them that we have a deadline, I hope that you can finish your work at that specific time, so I'm not going to tell them email me next Wednesday or else.

TEACHER B: Try to calm them dawn, encourage them to read more to feed their minds about the topic they about under investigation. Then, try to write the first draft to melting the stone that functions as a barrier towards their progression. Through correcting their first

draft, I can provide them with more beneficial advices, which help in improving their work and state of mind.

TEACHER D: When my supervisees get anxious, I always tend to encourage and motivate them besides providing them with examples about some previous cases to feel that it happens.

Question 10: According to your experience as a supervisor, what are the strategies that you suggest to your students in order to overcome/reduce their anxiety?

TEACHER C: I have already explained this point. In addition, the best "strategy" is to convince the student that anxiety is natural and everybody without exception is exposed to this phenomenon whatever the circumstances, time, period, place, and age. No one is immune from it. One more time, the supervisor plays a vital role in the issue. He/she should care by being friendly and ready to back his/her students through guidance and advice. He/she should be an inseparable/completing part of their research work. This is a real intellectual contribution. I am sure the students will permanently remember their supervisor and how they treated them one day during a difficult situation. Why not then help our students enjoy their research instead of terrifying them?

TEACHER A: have better time and work management – organization goes hand in hand with time management-, the majority under estimates this. Work plan should be sent to the supervisor. Besides, respecting teachers' timetable. You should take the responsibility and know when the teacher can respond and when he is busy like the period after exams for professional reasons. The sooner they organize their work they will have a clear vision about their side and their supervisors side. Time management is a good way to lessen anxiety. Clarifying the work plan and putting an outline before starting the work is a very relaxing step in your research to know where you are going through to have clear idea; have breaks

from time to time. Task management, because in all researches there are some tasks are need to be done and thinking about them leads to their anxiety because they are time and energy consuming so they need to take that into consideration. Use Checklist.

TEACHER E: They just need to learn how to handle their problems, they need to manage time because if they can have control over time management; they can make a plan, they can make a schedule, so they do not feel that they are in too much pressure. So, this will help them to reduce their anxiety. Time management is very important.

Take it easy, and do not stop working while you are at the process of research and if you make a long pause it may results you in not be able to go back to handle the research process again. So it must be continuous and you can make a pause now and then to refresh energy. To do something fun and the most important thing is that you must be interested and motivated to do research, if you were not you are going to fail and your failure will be at both sides at academic and psychological level and more importantly the psychological level because it will be harder to recap from the psychological trauma. Many researchers gave up their PHD because they took a very long pause they cannot go back again and work, take a break now and then and have fun and like what you are doing.

TEACHER B: Start by writing smaller paragraphs in the theoretical part to have a general idea about the topic, then moving directly to the practical part or the analysis to let everything become clear.

TEACHER D: respect time and deadlines, give them examples of previous students who were as anxious and finished their works.

Section Three: As Researcher

Question 11: Do you find conducting research a stressful situation?

TEACHER C: It depends on the type of the conducted research. The degree of stress is

basically related to the amount of time spent in doing this research in addition to the nature of the field. For our case, stress is one of the characteristics that influence EFL students as they are compelled to use a foreign language – the forced means of thinking, writing, and analyzing. The linguistic difficulties certainly create a stressful environment.

TEACHER A: yes, as I mentioned before anxiety is a part of academic research. So, this situation is very stressful for all researchers but the degree and the reasons behind it differs from one researcher to another.

TEACHER E: It is a stressful situation, but if you try to control the conditions in which you are conducting this research, you can create a less stressful situation. These conditions are time management, the environment where you work, your preparation as a researcher (did you check many papers related to that topic that you are working on to avoid plagiarism or to keep the originality of your work). So, some conditions may control the situation and make you so stressful or less stressful.

TEACHER B: Yes, surely it is a stressful situation.

TEACHER D: Yes, it is a very stressful situation.

Question 12: Would you please describe your personal reasons for conducting research?

TEACHER C: Being academic should remind the researcher about his contributing role in enhancing the area in which he is professional. This question is similar to "Describe the reasons for being a physician or engineer who both do research as well in their fields". Research is a must. The academic's expertise is developed on the basis of previous pieces of research. Now it is his/her turn to do the same. It is simply spaceless and timeless. The end result of it is to share his/her knowledge, findings, creativity" …It is simply for the common good. Isn't there a ministry of higher education and scientific research in our case?

Practically speaking, conducting research is the raison d'être for the university. Its existence depends on it.

TEACHER A: It is part of our job, our title is "Enseignant chercheur", and we are teachers so we are researchers. There are no work conditions and no encouragement to do research that is why many teachers tend to just teach and stop conducting research. The more you are high rank the more responsibility you have. Nothing encouraging research in the department. The policy is catastrophic.

TEACHER E: It depends, sometimes there is a problem that I want to investigate. So, I conduct research to fulfill a personal interest and curiosity, sometimes I just read about it and tried to applied it in my class, and sometimes I conduct researches for publication.

TEACHER B: Interested in my field of studies, and interested in my theme.

TEACHER D: conduct it to enhance my teaching level and prepare well my lessons to improve my personal knowledge as well as my students' knowledge.

Question 13: Do you feel anxious every time you conduct research?

TEACHER C: I believe there is no relationship between anxiety and experience in academic research. It depends on the circumstances and conditions of the researchers.

TEACHER A: Not all the time, when the subject interests me at the beginning I become really motivated and everything. Sometimes papers that take about 3 months to work because of our work conditions it takes longer, so we start getting tired from the topic itself and start losing interest and start being anxious. Work environment has a major role the achievement must be celebrated but not in our case.

TEACHER E: Not really, because most of the time when I have a conference or I am going to work on a research paper I start taking notes on my phone. Laying doing all the ideas crossing my mind so I try to write and the next day, I do the same thing when I am at ease.

But, when I get everything clear I try to tap whatever I have on my pc than the next day I check it again. Sometimes I take a break than I carry on, sometimes I listen to music while I am taping and I turn to be a very good piece of writer. Because music relaxes me and inspires me and takes me away from the world that I'm living so when I do this activity while I'm taping I feel more creative. When I set behind the dusk and there is silence I cannot work. We are not perfect, as researchers so experience have nothing to do with anxiety among researchers. We do not know everything and there must be an area that we ignore so in research we have to be careful of what other people think of writing , but at the same time we need to be self-confident and experience I describe it as self-confidence. At the beginning of my carrier, I did not face much problems attending seminars and preparing presentations helped me to find out how to write a proper research paper, and this encouraged me.

TEACHER B: Yes I do, because of different situations a face while conducting certain researchers it depends.

TEACHER D: it depends on the situation but anxiety is always there in different forms due to different reasons.

Question 14: Which stage of research triggers your anxiety?

TEACHER C: No particular stage as the conducted research is one block where anxiety either increases or decreases depending on one's progress.

TEACHER A: when there is a deadline and feel that I did not progress enough I feel anxious about the thing, or when the process take longer time more than it hope to be.

TEACHER E: Usually we I face a deadline that it really near.

TEACHER B: In the theoretical section as well as the hypothesis since they requires originality and relevance.

TEACHER D: when gathering sources in the theoretical part as well as the practical part when the sample does not much the results needed to be achieved.

Question 15: What do you do to overcome your anxiety as a researcher?

TEACHER A: I try to keep in mind how satisfying it will be when I finish and reach the results I want to achieve. That everyone is going through this and not just me.

TEACHER E: Listening to music, going out, do something fan, or exercise some sport than go back and work again. Sometimes at night when everyone is sleeping. I enjoy that silence so I try to feel less stressed out and try to make this activity a funny activity and not like an obligation.

TEACHER B: Take a small break to refresh my mind and overcome the stress by thinking through different angles, think positively. When I get the courage, I need to continue my work I start with the difficult issues than moving to the easiest ones.

TEACHER D: just thinking about achieving the intended results and avoid thinking about the process itself.

ملخص

لطالما تم إهمال مسألة القلق بين باحثي اللغة الإنجليزية كلغة أجنبية، على الرغم من كونهم الأكثر عرضة لتجربة الجانب
السلبي للقلق في رحلتهم الجامعية. بصدد ذلك تهدف الدراسة الحالية إلى التحقق من مدى تأثير القلق على باحثي اللغة
الإنجليزية كلغة أجنبية أثناء عملية البحث واكتشاف العوامل الرئيسية وراء ذلك. ومن أجل الوصول إلى هذا الهدف سيتم
تطبيق الأساليب الوصفية الكمية والنوعية. نختار الاستبيان والمقابلة كأداتين لجمع البيانات: سيتم تقديم الاستبيان إلى ثلاثة
وسبعين (73) طالب سنة ثانية ماستر. كما سيتم اختيار خمسة (5) مدرسين من قسم اللغة الإنجليزية بجامعة قالمة اعتمادا
على درجتهم الأكاديمية في القسم. تشير نتائج هذه الدراسة إلى أن الطلاب والأساتذة على دراية بالتأثير السلبي للقلق على
باحثي اللغة الإنجليزية، ووجدوا أن هذه المشكلة النفسية تؤثر عليهم بشكل كبير أثناء عملية إجراء البحث نفسها. بالإضافة
الى اثبات عدم وجود علاقة عكسية بين القلق والخبرة في البحث الأكاديمي. كما أظهرت النتائج أن العوامل الرئيسية وراء
قلق باحثي اللغة الإنجليزية هي سوء إدارة الوقت، والقيود الإدارية المتعلقة بآجال تسليم البحوث، وهو عامل يرتبط تلقائيًا
بالعامل الأول، بالإضافة إلى نقص المصادر والمراجع العلمية والأكاديمية، والخوف من الفشل وتدني مهاراتهم في اتباع
مناهج البحث العلمي. ولهذا نستنتج أن هذه العوامل إضافة إلى بعض ظروف البحث تقوم بإعاقة البحث الأكاديمي
والباحثين في قسم الانجليزية. لأجل ذلك توصي الدراسة الحالية بعدد من الحلول الفعالة للتخفيف من العوامل المؤدية إلى
القلق بهدف توفير بيئة أكثر راحة لتحسين كمية ونوعية الأبحاث الأكاديمية على مستوى القسم.
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Résumé

Dans le domaine de l'éducation, la question de l'anxiété chez les chercheurs en l'ALE a toujours été négligée, bien que les chercheurs en l'ALE soient plus susceptibles d'expérimenter l'aspect négatif de l'anxiété à un certain degré au cours du processus de recherche, puisqu'il s'agit d'un processus fondamental que le chercheur en ALE doit subir dans son parcours universitaire. Par conséquent, la présente étude vise à déterminer dans quelle mesure l'anxiété affecte les chercheurs en Anglais Langue Etrangère au cours du processus de recherche et les principaux facteurs qui la sous-tendent. Pour atteindre cet objectif, la recherche sera menée par des méthodes descriptives quantitatives et qualitatives. Nous choisissons le questionnaire et l'interview comme outils de collecte de données: le questionnaire sera soumis à soixante-treize (73) étudiants de deuxième année de Master, et cinq (5) enseignants de différents grades académiques choisis au hasard dans le Département d'Anglais de l'Université de Guelma seront interviewés. Les résultats de cette étude indiquent que les étudiants et les enseignants sont conscients de l'impact négatif de l'anxiété sur les chercheurs en Anglais Langue Etrangère lors de la conduite d'une recherche et sur le processus de recherche également, et ont fondé que ce problème psychologique les affecte fortement pendant le processus de recherche. Les résultats ont également révélé que les principaux facteurs à l'origine de l'anxiété des chercheurs en ALE lors de leurs recherches sont le manque de gestion du temps, les restrictions de temps administratives, un facteur automatiquement lié au premier facteur, ainsi que le manque de ressources académique, la peur de l'échec et le manque de compétences en méthodologie de recherche. De ces résultats, il a été conclu qu'en raison de ces facteurs et de certaines circonstances de recherche, qui entravent la recherche universitaire et les chercheurs en ALE. Par conséquent, la recherche recommande un certain nombre de solutions efficaces pour chaque défi conduisant à l'anxiété afin de fournir un environnement plus confortable pour une production de recherche plus importante.